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ABSTRACT

Conducted at Bowling Green State University (BGSU) to obtain a better understanding of the research environment in which graduate students function and their particular information needs, this study used a multi-methods approach which included analyses of library and graduate college data; interviews with graduate advisors of selected departments; a study of the syllabi of graduate courses; and a questionnaire sent to all graduate students (over 2,000). Examination of the data revealed that the graduate students at BGSU come from many different undergraduate institutions and are pursuing research in a wide range of subjects, many of them interdisciplinary. Most graduate students have to write at least one research paper each semester, and critical thinking, reading and writing well, and the application of their studies to real world problems are expected in most of their programs. Although most students have had prior experience with library research, they encountered difficulties with many parts of the research process and both graduate students and faculty needed more information about the library services available to them at BGSU. The vast majority of the students work at least part time and report problems with both time management and access to materials. The latter could be partially alleviated if each department and campus office frequented by graduate students had a terminal set up to access the library's online catalog (LS/2). An integrated reference/bibliographic network would also greatly aid graduate students and faculty in their efforts to conduct significant and timely research. Supporting data and a copy of the questionnaire are appended. (34 references) (BBM)

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ANALYSIS OF GRADUATE STUDENT RESEARCH AT BOWLING GREEN STATE UNIVERSITY

Marilyn M. Parrish
March 16, 1989

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EXECUTIVE SUMMARY

In the fall of 1987, a study was begun of graduate students and their research at Bowling Green State University. The goal of this study was to better understand the research environment in which graduate students function. The study utilized a multi-methods approach which consisted of: analysis of Library and Graduate College data; interviews with graduate advisors of selected departments; a syllabus study of graduate courses; and a questionnaire sent to all graduate students. The end result is a clearer picture of the research needs of graduate students as library users and potential library users.

Community analysis has traditionally been applied to public libraries. This descriptive type of community survey provides the basis for better understanding of the informational relationships which exist within a particular community. If we are to be successful in reaching the goal of producing life-long learners, then we need to teach students how to understand their information needs and provide information environments in which those needs can be met. As a result of this study of graduate students at Bowling Green State University, we will be able to understand their particular needs and serve them more effectively.

Through an examination of the results from the study of library statistics, course syllabi, interviews, and the questionnaire, we have a much better idea of the environment in which graduate students operate. Graduate students at BGSU have come from many different undergraduate institutions (nearly 200) and are pursuing research in a wide range of subjects. Many are pursuing studies that are interdisciplinary. While research papers and oral presentations are required in less than half of their graduate courses, most have to write at least one research paper each semester. Critical thinking, reading and writing well, and the application of their studies to real world problems are expectations that most face in their programs.

Graduate students are not solely dependent on the BGSU Library collection for their research. It is significant (though not surprising) that most of the students writing theses and dissertations did not examine the library collections before deciding on their topics. Students tended to select topics which had always interested them. Increased use of InterLibrary Loan (particularly with the option of more rapid access to materials through the fax machine) is a necessary result of research in so many areas.

Although most students had experience with library research before beginning their degree program, they experienced difficulties with many parts of the research process. What would

help most graduate students in their research at Bowling Green would be to reach more of them with information about the services currently provided by the library.
Part-time students and those students without assistantships do not have the opportunity to attend the orientation sessions offered to students in the Graduate Student Orientation Program. Although sessions offered primarily for part-time students might be helpful, because so many students find out about services offered by the university in class, it will be important to educate faculty members as well about what research help is available.

Faculty members are key factors in successful graduate education. Most students described their advisors as helpful and most find out about services that the university provides through their classes. Yet many of these faculty members are not aware of library research services available for themselves and their students. Only a small percent of the graduate faculty use database searching, despite the benefits database searches can provide, particularly for interdisciplinary research. Many are unaware or fail to take advantage of the fact that they can access LS/2 from their own computers.

More than half of all of the students who responded to the questionnaire made use of librarians, and said that assistance at the reference desk was most helpful in reducing time spent looking for material. Exceptions to this were the students in math and science who used librarians less frequently (possibly due to the fact that there are fewer librarians in the Science Library).

The vast majority of graduate students work at least 11-20 hours each week and almost half work 31 or more hours each week. Problems that they face include time management and access to materials for research. They would like to see the library increase its journal holdings, make available copies of new books faster, and publicize its services more.

The problems of time management and access to materials could be alleviated in part by making sure that each department (in addition to the many other offices frequented by graduate students on campus) has a terminal set up to access LS/2. (Perhaps it would even be possible to make use of portions of the existing hardwired system used to access student records.) Graduate students and faculty would have direct access to LS/2 and might save some of the time that is in such short supply. Their attempts to find library materials would be better informed and meet with greater success.

Many university libraries now provide reference assistance via the same hardwired systems patrons use to access online catalogs. An integrated reference /bibliographic network would greatly aid graduate students as well as faculty in their efforts to conduct significant and timely research (examples of such systems may be found at Lehigh University, Georgia Tech, and Carnegie Mellon).

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I. INTRODUCTION

The study

In the fall of 1987, a study was begun of graduate students and their research at Bowling Green State University. The goal of this study was to better understand the research environment in which graduate students function. The study utilized a multi-methods approach which consisted of: analysis of Library and Graduate College data; interviews with graduate advisors of selected departments; a syllabus study of graduate courses; and a questionnaire sent to all graduate students. The end result is a clearer picture of the research needs of graduate students as library users and potential library users.

Community analysis (particularly the model developed by Roger Greer and Marty Hale at the University of Southern California Library School through the Community Analysis Research Institute) has traditionally been applied to public libraries. This descriptive type of community survey provides the basis for better understanding of the informational relationships which exist within a particular community. Actual and potential users can be identified; programs and services can be evaluated and modified (Busha and Harter, 1980). Similar to a marketing study in approach, the goal of this type of study is to learn as much as possible about the community being served, in order to make that service more effective (Wood, 1988).

What distinguishes this method from traditional library user surveys is that it is not an evaluation of library services. Too often we are only interested in how people feel about us rather than trying to determine what needs they have that may be going unmet. We need to "ask hard, searching and wide-ranging questions about how our institution stacks up against the options that students have for achieving their objectives - that is, the competition..." (Litten, 1987). In addition, user surveys often are hampered by the problem of people responding in a way that they think they should (Bookstein, 1985). This study is not an attempt to assess the feelings of graduate students about the library. Rather, it is based on the descriptive community survey model and motivated by the desire to better understand the research environment of graduate study at BGSU.

Why graduate students?

The university community is comprised of many different groups with unique research and informational needs. A study of each of those groups would assist the library in planning to meet their unique needs. Why target graduate students? Two main reasons:

graduate programs have been identified as a priority within the university and graduate students often make heavy use of library materials.

In the report issued in May of 1988 by the Committee on Academic Affairs entitled "Assigning Priorities to the Statement of the Role and Mission of Bowling Green State University", two goals were highlighted as the "overarching goals of the University that are fundamental to its mission as an institution of higher education. All other goals in the Role and Mission Statement are viewed as serving these twin imperatives." The first of these is the goal of maintaining the excellence of undergraduate education (goal 9). The second is "to improve and enhance the graduate programs that already exist on campus"(goal 14).

The Committee further identified goals which need to be supported with "major amounts of effort and resources." Included among these were: increasing substantially the number of graduate students over the next ten years (goal 6), and continuing to upgrade and maintain the library, equipment, laboratory, and other resources necessary for teaching and research (goal 25). As the number of graduate students at BGSU increases over the next ten years, we need to continually modify our services with informed judgment about their particular research needs.

While recognizing the importance of graduate programs in shaping the future of our country, many articles regarding graduate education also decry the lack of funding for the same (Brademus, 1984). In order to maintain and improve excellence in graduate programs, institutional self-study is essential and support for the library must be increased (Kirkwood, 1985). Scholarship at the graduate level is not possible without excellent library collections (Report on Graduate Education in America, 1983). Furthermore, research concerning the users and nonusers of library resources is needed (Breivik, 1987). Academic libraries must continue to serve as centers of learning on campuses, and must make their users aware of the broader world of information that can be accessed beyond library walls (Newman, 1987).

How prepared are graduate students for research? Many departments assume that by the time students enter graduate school, they already know how to do research. However, most undergraduates are not required to do extensive research in their courses. In a study of course syllabi at Penn State, Rambler (1982) found that only 8% of the undergraduate courses required significant library use, and 63% required no use at all.

Although most faculty believe that their graduate students are familiar with library research, most graduate students do not use the library with ease. Dreifuss (1981) found that the further graduate students go in education, the "greater the gap between their exposure to library skills instruction and the level of library work which is expected of them." Those who return to school after many years away may face even more difficulty.

Hernandez (1985) found that graduate students experience difficulty in several areas of research: topic formulation, the literature review, and the final writing of the thesis. Only one area was found to be less problematic: data collection. (Also see Zuber-Skerritt and Knight, 1986). Mona Farid et al (1984) found that a large number of PhD students at Syracuse University were aware of some of the basic sources they needed for their research, but were not aware of the services provided by the library and had no previous library instruction or orientation. Lubans (1981) found that most of the students in his study did not know some of the basic reference sources in their area of specialization.

The literature review is the stage of research that brings most graduate students in contact with the library. Different disciplines make use of different sources in this process. Social science and humanities research is dependent on the heavy use of print material, using journals and monographs in equal frequency. Browsing plays a major role in research. Scientists depend more heavily on journals than monographs (Park, 1986). (For further reading on research problems faced by particular groups see Reference List in Appendix.) Even those students who have used the library before for a term paper may still be faced with difficulty in graduate research. Students often use the library without understanding how it is organized and therefore miss many of the services which may assist them in the research process (Fields, 1987).

If we are to be successful in reaching the goal of producing life-long learners, then we need to first, teach students how to understand their information needs and second, provide information environments in which those needs can be met (Park, 1986). As a result of this study of graduate students at Bowling Green State University, we will be able to understand their particular needs and serve them more effectively.

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II. GRADUATE STUDENTS AT BGSU: THE BIG PICTURE

The Students

In the academic year 1987-1988, there were 2025 students pursuing graduate degrees at Bowling Green State University. These included 1407 masters students and 618 working toward a degree beyond the masters. The majority were white, U. S. citizens, and there were more women than men (1045 to 980). There were more part-time graduate students than full-time (1054 part-time, 971 full-time). The majority of the international students on campus (61%) were in graduate programs (Table II). Of those who were citizens of the U. S., 1081 were Ohio residents and 700 were non-residents. (Resource Planning Notebook, code:HUM-STU-2-26)

Overall, the largest single age group among those students attending full-time is the 22-24 group (494 students) (Table I). Only 25% of full-time students are over 30. Part-time students are somewhat older than full-time students. While the largest single age group among students attending part-time is the 25-29 group (365 students), 66% of all part-time students are over 30. Nearly half of all graduate students (47%) are over 30. (Data for age was only readily available for Fall, 1988.)

The majority of graduate students at Bowling Green are white (94%). Blacks comprise 3% of all graduate students. Hispanics and Asian students make up 1% each of the graduate student population (these figures do not include non-resident aliens as no breakdown by race was available for this group).

The Programs

Students may pursue graduate degrees in 44 departments. Fourteen PhD programs represent 44 areas of specialization. Twenty-four departments offer the master of arts degree, two have master of fine arts, seven the master of music, twenty offer the master of education, thirteen offer the master of arts in teaching, and seven the master of science. In addition, students can pursue the master of business administration, the master of accountancy, the master of rehabilitation counseling, the master of organizational development, and the master of home economics. Two specialist degrees are offered, the specialist in applied biology and the specialist in education (offered in three areas). (For complete list, see the "Summary of Degree Programs" in the Graduate Catalog)

In 1987-88, the masters program with the largest number of full-time students was College Student Personnel with 94 students. Music (65), Business (56) and English (34) followed. The department with the largest number of full-time students pursuing the PhD (or post-masters degree) was Clinical Psychology with 29 students. Biology was close behind with 26, Mathematics with 24. (see Table IV).

Of part-time students pursuing the masters degree, most were in the College of Business Administration. GBA was the largest with 172 graduate students at the masters level. Others include Organizational Development with 36, Elementary Education at 24, Guidance and Counseling with 21, and EDAS with 19.

Most part-time students in a PhD program (or studying beyond the masters degree) were in EDAS. This department had 34 graduate students working beyond the masters degree part-time. GBA had 19 part-time graduate students working beyond the masters and English had 14.

The Services

Many programs and services are available to graduate students at BGSU. Students may participate in cooperative education programs, the Center for International Programs, and the Graduate Student Senate. They may use the services of the Counseling and Career Development Center, University Placement Services, Instructional Media Center, Research Services Office, Speech and Hearing Clinic, Statistical Consulting Center, Study Skills Center, and of course, the Library. For a full listing of services see the Graduate Student Handbook, 1987-1988.

Organizations such as the Commuter Off-Campus Organization, Graduate Student Senate, Nontraditional Student Association, Third World Graduate Association, and the World Student Association offer opportunities for graduate students to become involved. Discipline oriented organizations are often open to graduate student membership and involvement as well.(See BGSU Student Organizations Directory.)

In addition to the Graduate College, several other offices on campus are of interest to graduate students. These include the Center for International Programs, the Off-Campus Student Center, and Continuing Education.

The biggest program is Graduate Student Orientation, which is a required week of learning opportunities for those students who have assistantships (the majority of full-time students). During this week sessions are offered on a wide variety of subjects of interest to graduate assistants. These include such topics as: learning how to use software packages, the role of research in graduate education, tours of the Library, Rec Center, and Placement Center, teaching techniques, choosing a thesis topic and committee, sexual and racial harassment, and Bowling Green and the single parent. During this week in August, 1987, 440 graduate students participated in 155 sessions given by 100 faculty and staff.

Each orientation session is evaluated at its conclusion. The sessions offered by the Library include: integrating the library into the classroom, library survival, and computer literature searching. Most students attending library sessions were favorably impressed. All of the sessions received above average ratings. As might be expected, ratings seemed higher for those sessions which had fewer people in attendance. (See appendix: excerpts from the Graduate Student Orientation Report, 1987.)

The Graduate College conducts a questionnaire at each graduation requesting evaluations of university services. The library typically receives above average ratings for staff services, adequacy of the collection, inter-library loan services, availability of research study carrels and convenience of hours. (See appendix: Evaluation Results of Graduate College Commencement Surveys.)

Table I. Graduate students by age and status.

		Main Campus		Firelands	
Age		Men	Women	Men	Women
Full time:	under 18	0	0	0	0
	18-19	0	0	0	0
	20-21	3	14	0	0
	22-24	224	270	0	0
	25-29	183	170	0	0
	30-34	77	58	0	0
	35-39	40	49	0	0
	40-49	16	47	0	0
	50-64	5	3	0	0
	65+	0	0	0	0
	unknown	0	0	0	0
Total		548	611	0	0
Part-time:	under 18	0	1	0	0
	18-19	0	0	0	0
	20-21	0	0	0	0
	22-24	54	54	0	2
	25-29	177	188	2	1
	30-34	117	137	6	8
	35-39	115	163	5	10
	40-49	89	180	6	11
	50-64	13	36	0	1
	65+	0	1	0	0
	unknown	8	27		1
Total		537	787	19	34

from Office of Planning & Budgeting, *IPEDS Enrollment Summary of Students by Age for Fall 1988*.

Table II. Countries represented by BGSU students

Algeria	1	Jamaica	1
Aruba	2	Japan	10
Austria	13	Jordan	2
Bangladesh	2	Korea	11
Cameroon	1	Kuwait	1
Canada	37	Lebanon	8
Chile	1	Malaysia	48
China	54	Morocco	1
Colombia	1	Nepal	1
Curacao	4	New Zealand	1
Cyprus	7	Nigeria	12
Dominican Rep.	1	Norway	1
Ecuador	1	Pakistan	3
Egypt	1	Philippines	9
England	8	Poland	2
Ethiopia	3	Senegal	1
France	7	Singapore	2
West Germany	9	Spain	4
Ghana	2	Sri Lanka	20
Greece	2	Sweden	1
Guatemala	1	Switzerland	1
Hong Kong	6	Taiwan	11
Hungary	1	Thailand	3
India	27	United Arab Em.	1
Iran	2	Venezuela	1
Iraq	1	Yugoslavia	2
Ireland	2		

355 students representing 53 countries
217 graduate students
138 undergraduates

from the Office of Planning and Budgeting, Fall 1987. Resource Planning Notebook, code:HUM-STU-12.

Table III. Graduate Student Enrollment by Race, Fall 1987

	Part-time	Full-time	Total
Non-Resident Alien			
Men	13	107	120
Women	6	68	74
Total	19	175	194
Black Non-Hispanic			
Men	9	24	33
Women	13	31	44
Total	22	55	77
American Indian or Alaskan Native			
Men	0	2	2
Women	0	2	2
Total	0	4	4
Asian or Pacific Islander			
Men	4	9	13
Women	2	12	14
Total	6	21	27
Hispanic			
Men	5	11	16
Women	3	7	10
Total	8	18	26
White Non-Hispanic			
Men	536	380	916
Women	788	458	1246
Total	1324	838	2162

"Because students are not required to report their ethnicity, the above figures should be considered as approximate." Resource Planning Notebook, code:HUM-STU-9. Source of data: HEGIS Report, Fall 1987. (note: this excludes Firelands)

Table IV. Enrollment in Areas of Specialization, Fall 1987

Dept./Program/Area		Part-time	Full-time	Degree Total	Dept. Total
Accounting	Masters	1	8	9	
	Post-Masters	1	3	4	13
Amer. Culture	Post-Masters	7	15	22	22
Amer. Studies	Masters	0	13	13	
	Post-Masters	1	5	6	19
Applied Stat.	Masters	1	6	7	
	Post-Masters	0	7	7	14
Art	Masters	2	13	15	
	Post-Masters	0	4	4	19
Biology	Masters	9	36	45	
	Post-Masters	6	26	32	72
Business Ed	Masters	5	6	11	
	Post-Masters	0	1	1	12
CTE	Masters	17	16	33	
	Post-Masters	2	2	4	37
Chemistry	Masters	1	20	21	
	Post-Masters	1	4	5	26
CSP	Masters	4	94	98	
	Post-Masters	2	4	6	104
CDIS	Masters	0	16	16	
	Post-Masters	0	2	2	18
Computer Sci.	Masters	9	22	31	
	Post-Masters	1	5	6	37
Creative Writ.	Masters	0	11	11	
	Post-Masters	1	7	8	19
Economics	Masters	1	7	8	
	Post-Masters	0	1	1	9
EDAS	Masters	19	1	20	
	Post-Masters	34	18	52	72
Edu. Media	Masters	5	0	5	5
Element. Ed.	Masters	24	0	24	
	Post-Masters	2	0	2	26
English	Masters	8	34	42	
	Post-Masters	14	28	42	84
French	Masters	3	12	15	
	Post-Masters	0	1	1	16
GBA	Masters	172	56	228	
	Post-Masters	19	8	27	355
Geography	Masters	0	7	7	7
Geology	Masters	3	24	27	
	Post-Masters	4	1	5	32
German	Masters	0	19	19	
	Post-Masters	0	2	2	21
Guid. & Coun.	Masters	21	16	37	
	Post-Masters	5	1	6	43

Table IV. Enrollment in Areas of Specialization, Fall 1987(cont.)

Dept./Program/Area	Part-time	Full-time	Degree Total	Dept. Total
History Masters	1	6	7	
Post-Masters	9	5	14	21
HPER Masters	13	25	38	
Post-Masters	2	0	2	40
Home Ec. Masters	8	17	25	
Post-Masters	2	3	5	30
IPCO Masters	1	12	13	
Post-Masters	11	6	17	30
Mass Comm. Masters	5	14	19	
Post-Masters	6	9	15	34
Mathematics Masters	1	16	17	
Post-Masters	6	25	31	48
Music Masters	14	65	79	
Post-Masters	11	6	17	96
Organ. Dev. Masters	36	5	41	
Post-Masters	3	0	3	44
Philosophy Masters	3	20	23	
Post-Masters	4	1	5	28
Physics Masters	0	7	7	
Post-Masters	0	1	1	8
Pol. Sci. Masters	14	11	25	
Post-Masters	1	3	4	29
Pop. Cult. Masters	2	10	12	
Post-Masters	2	1	3	15
Psychology Masters	0	1	1	
Post-Masters	4	10	14	15
Clinical Masters	0	12	12	
Post-Masters	11	29	40	52
Develop. Masters	0	2	2	
Post-Masters	0	4	4	6
Exper. Masters	0	5	5	
Post-Masters	0	4	4	9
Indus. Masters	0	11	11	
Post-Masters	8	18	26	37
Social Masters	0	2	2	
Post-Masters	1	1	1	3
Reading Masters	10	7	17	
Post-Masters	2	0	2	19
Rehb.Couns. Masters	10	17	27	
Post-Masters	4	3	7	34
School Psyc.Masters	5	7	12	
Post-Masters	0	9	9	21
Sec. Ed Masters	12	6	18	
Post-Masters	3	0	3	21
Sociology Masters	5	10	15	
Post-Masters	8	15	23	38

Table IV. Enrollment in Areas of Specialization, Fall 1987(cont.)

Dept./Program/Area		Part-time	Full-time	Degree Total	Dept. Total
Spanish	Masters	4	20	24	
	Post-Masters	1	1	2	26
Spec. Ed.	Masters	12	4	16	
	Post-Masters	7	0	7	23
Speech	Masters	1	0	1	
	Post-Masters	3	0	3	4
Theatre	Masters	0	7	7	
	Post-Masters	3	13	16	23
Misc.	Masters	469	29	498	
	Post-Masters	231	8	239	737
Total	Masters	938	790	1728	
	Post-Masters	444	320	764	2492
Grand Total		1392	1110	2492	

from the Graduate College: preliminary unofficial enumerations for internal use, Fall 1987.

"Post-Masters" includes anything beyond the first masters degree, not necessarily a PhD.

Part-time = no. of students with less than 8 semester hours.

Full-time = no. of students with 8 or more semester hours.

"Misc." includes special standing, co-op, and transient students.

III. LIBRARY STATISTICS

Library statistics can be helpful in understanding graduate student research in a number of ways. Examining library user education, database searching, interlibrary loan, and circulation statistics can give us a clearer view of graduate students within particular disciplines.

Library User Education (LUE)

In 1987-1988, a total of 143 LUE sessions were given to 33 different departments. Of these 57% were presented to 400-600 level courses (Table V). The department receiving the largest number of sessions was Education (28). This was followed by English (14), and Business and Home Economics (each with 13). (See Information Services Annual Report, 1987-88, Chart 2). These figures do not tell us which graduate departments received the most instruction but do give us an indication of which departments emphasize library instruction generally.

Table V. Library User Education Sessions by Course Level

	Fall, 1987	Spring, 1988	Total	Total 1986-1987
100	12	17	29	21
200	10	9	19	23
300	9	5	14	9
Total	31	31	62	53
400	17	19	36	26
500	13	28	41	26
600	1	3	4	1
Total	31	50	81	53
Total all Sessions	62	81	143	106

"This list includes only Popular Culture Library, Science Library, and Information Services for which a course listing was provided." From Information Services Annual Report, 1987-1988, Chart 3:Course-Related Instruction by Academic Level.

Database Searching

Reference librarians completed a total of 380 searches during 1987-88 (Table VI). Information on patron status is available for 287 searches. Of those, 167 (58%) were done for graduate students and 70 (24%) for graduate faculty from academic departments. All those searches not fitting into the graduate student or academic faculty categories were placed in a third category ("others") including library faculty, firelands faculty, administrators, staff, and undergraduates. This category accounted for 50 (17%) of the searches.

If the searches for the unknown 93 are included the percentages change to the following:

graduate students	167	44%
faculty	70	18%
others	50	13%
unknown	93	24%

These figures should be viewed carefully as patron status of 24% of the total number of searches was not identified.

Comparing those searches we know were done for graduate students to the graduate student population, we find that even if each search was for a different individual, only 8% of the total number of graduate students had searches done. If all of the 93 unknown searches were done for graduate students, the percent of the total is still small- only 13%. If some students had multiple searches done, the percentage falls.

As there are currently 579 members of the graduate faculty 70 searches is not a large percentage of the total (only 12%). Even if all 93 of the unknown searches were done for faculty members, the percent of faculty who had searches done in this year would only be 28% (assuming that each search is for a different faculty member). If individual faculty members requested more than one search during the year, the percent of individual faculty involved would be even lower. Additional studies in this area are needed to make definitive conclusions about searches requested by academic faculty members.

It is possible that faculty members are not aware of this service or that their subject areas are so specialized that they feel they are able to keep up with all the literature by reading. Faculty members in Education and related fields may well be making use of the ERIC terminal and therefore not requesting searches through Information Services.

Examination of those departments represented in Table VI shows that Home Economics had the most searches completed for graduate students (40, or 24%). Home Economics had 30 graduate students (or 1% of the total population). This remarkable statistic shows that departments that emphasize computer searching (or whose research is well-represented in available databases) can make a big impact on the total number of searches performed, no matter what the size of the department. Psychology, Political Science (including Public Administration), IPCO, and Education (all departments combined) are also well represented. Faculty from Psychology requested the most searches followed by Business Education and HPER. Chemistry faculty members perform their own database searches on BRS afterdark.

Departments that are not included in the 287 that are identified include: American Studies, Applied Statistics, College Student Personnel, Computer Science, French, Mathematics, and Spanish. Some of these are understandable. Applied Statistics, Computer Science, and Mathematics may require little literature review. Spanish and French might not be as well served by existing databases for their review of the literature as other departments that depend on English language materials. It should be noted that the departments that are missing from Table VI could well be represented in the searches which were not identified.

Keeping in mind the reservations concerning the percentage of unknown searches, there are some areas which merit further investigation. Graduate students in Business (excluding MOD), English, and College Student Personnel (three of the largest graduate programs) are not using computer searches as much as other departments. Graduate students in Business (excluding MOD) comprise 18% of the total number of graduate students. Only 7 searches were known to be requested by GBA students (4% of the number of searches done for graduate students). Whether this is a result of course requirements or thesis/paper requirements should be investigated.(See Syllabus Study in section V.)

Table VI. Computer Searches for Faculty and Graduate Students by Academic Department, 1987-1988

	Number of Searches		
Dept/Coll/Prog.	Faculty	Graduate Students	Total
Accounting	0	1	1
American Culture	0	3	3
Art	0	1	1
Biology	2	6	8
Business Ed	7	1	8
CDIS	1	0	1
Chemistry	1	0	1
Economics	0	1	1
EDAS	1	8	9
EDCI	4	0	4
EDFI	3	1	4
EDSE	1	2	3
English	4	3	7
GBA	0	7	7
Geography	1	0	1
Geology	2	1	3
German	1	0	1
History	2	4	6
Home Economics	1	40	41
HPER	6	9	15
IPCO	0	12	12
Mass Communications	1	0	1
MOD	0	7	7
MUGS	2	0	2
Philosophy	2	0	2
Physics	1	0	1
Political Science	2	10	12
Public Admin.		8	8
Popular Culture	2	1	3
Psychology	8	18	26
Rehab. Counseling	1	2	3
RTVF	0	1	1
Sociology	4	8	12
Technology	4	5	9
Theatre	2	7	9
Womens Studies	4	0	4
Total	70	167	237

Total number of searches, 1987-1988 - 380. (See Information Services annual report, 1987-1988.) In addition to the 237 accounted for above, there were 50 searches done for others not in the categories above. For 93 of the searches there is not enough information to be included.

InterLibrary Loan (ILL) Analysis

In 1987-88, 32% of all ILL requests were from faculty and 57% were from graduate students (23% PhD and 34% Masters). An additional 2% were from undergraduates and 8% from staff and others (Table VII). The months with greatest activity are as expected: September, October, February and March (See ILL Annual Report, 1987-1988, Chart 1).

As part of this study, an analysis of ILL requests over a three year period was done to determine subject areas being requested most often. Every 10th ILL filled request form was selected by the Information Services graduate assistant (Xiao Yang) and coded for year (1985,1986, or 1987), patron status, department, and item requested. This resulted in 1047 ILL forms (representing 8% of the total 13,546 forms for those three years).

Book titles were searched on OCLC and the appropriate two letter Library of Congress call number stem was selected. Periodical titles were abbreviated (to determine how many times single titles were requested) and searched on OCLC for LC call letters. These were entered by Data Entry in Computer Services and analyzed with the statistical package SAS by the Statistical Consulting Center. After coding and analysis, 54 of the observations were unusable, leaving 993 usable ILL requests (changing the sample to 7% of all requests). The results of that study follow.

Of the 993 filled ILL requests, there were 477 requests for books and 516 requests for periodical articles. No individual periodical title was requested more than 3 times. This shows the wide variety of materials being requested by faculty and graduate students at Bowling Green. The call letters were grouped by broad subject area and frequencies for each were combined to present a broad picture of the types of requests by subject during this three year period (Table VIII). Many disciplines use many subject areas for research and some call letter areas of the Library of Congress classification system are used for more than one discipline. It is important to keep this in mind when examining these figures. The subject areas only represent the call letters indicated and so are useful only to provide an indication of the broad areas of research which need outside materials most often.

Subject areas with the highest number of ILL requests include Health and Human Services (understandably large because so many disciplines fit within this area), English, and History. The subject area with the highest number of requests for books is English. The area with the highest number of periodical article requests is Health and Human Services.

Table IX shows the requests within subject areas by graduate students. Again the area with the largest number of requests is Health and Human Services, followed by English and Music. The most books requested in a subject area is in English, the most periodical articles in Health and Human Services.

Within each subject area, many departments are represented by the individuals requesting items. Within Health and Human Services, for example, 18 separate departments are represented. Psychology faculty and graduate students requested 25% of the total, HPER an additional 21% and Home Economics 11%. Other departments represented include History, EDSE, EDAS, Biology, Political Science, Chemistry, Sociology, Rehabilitation Counseling, GBA, IPCO, and Nursing.

The English department made the most requests (47%) in the English subject area but 17 other disciplines requested items in this area as well. In Art, 12 separate departments are represented.

These examples indicate both the wide range of research and the interdisciplinary nature of research being carried out by graduate students and faculty at Bowling Green.

Table VII. InterLibrary Loan Requests by Patron Status

	1987-88	1986-87
Faculty	2043	1962
Graduate students	3654	3253
PhD	1462	1344
Masters	2192	1909
Undergraduates	191	122
Staff	482	365
Other	15	6
Total	6385	5708

From InterLibrary Loan Annual Report, 1987-1988, Chart 2.

Table VIII. Total ILL Requests within Subject Areas

Subject Area	Books	Periodicals	Total
Reference (A,Z)	33	17	50
Philosophy (B)	16	10	26
Psychology (BF,HV,RM)	25	39	64
History (C,D,E,F)	47	42	89
Geography (G,GB)	4	2	6
Theatre (GT)	3	0	3
Math,ASOR (HA)	10	4	14
RTVF (HE)	1	2	3
Sociology (GN,H,HN,HQ,HT)	22	20	42
Business (HB-HD,HF,HG)	28	45	73
Pol.Sci.&Legal St.(HX,J,K)	15	21	36
Education (L)	15	33	48
Music (M)	59	12	71
Art (N)	20	12	
32			
English (GR,P,PN,PR,PS,PZ)	82	33	115
Lang.&Linguistics (PA,PC, PE,PF,PG,PJ,PQ,PT)	30	14	44
General Science (Q)	11	3	14
Physics (QB,QC)	1	2	3
Chemistry (QD)	3	11	14
Geology (QE,TC,TN)	5	7	12
Biol.(GC,QH-QR,RB,S-SK,TD)	18	49	67
Health &HumServ.(GV,R,RA,RC RD,RG,RJ,RL,RS,RT)	23	103	126
Technology (T-TT)	4	34	38
Home Economics (TX)	2	1	3
Total	477	516	993

This data is arranged by the Library of Congress call letters of filled ILL requests for the years 1985-1987. It does not represent requests by department for those years. Faculty, graduate students and staff are represented in these figures.

Table IX. ILL Requests by Graduate Students in Subject Areas

Subject Area	Books	Periodicals	Total	%Total Requests
Reference (A,Z)	4	4	8	16
Philosophy (B)	8	8	16	62
Psychology (BF,HV,RM)	19	25	44	69
History (C,D,E,F)	21	20	41	46
Geography (G,GB)	2	1	3	50
Theatre (GT)	1	0	1	33
Math,ASOR (HA)	2	1	3	21
RTVF (HE)	1	2	3	100
Sociology (GN,H,HN,HQ,HT)	11	11	22	52
Business (HB-HD,HF,HG)	17	28	45	62
Pol.Sci.&Legal St.(HX,J,K)	6	14	20	56
Education (L)	9	20	29	60
Music (M)	46	7	53	75
Art (N)	14	7	21	66
English (GR,P,PN,PR,PS,PZ)	49	15	64	56
Lang.&Linguistics (PA,PC, PE,PF,PG,PJ,PQ,PT)	15	9	24	55
General Science (Q)	3	6	9	64
Physics (QB,QC)	0	2	2	67
Chemistry (QD)	0	4	4	29
Geology (QE,TC,TN)	5	6	11	92
Biol.(GC,QH-QR,RB,S-SK,TD)	7	31	38	57
Health &HumServ.(GV,R,RA,RC RD,RG,RJ,RL,RS,RT)	12	75	87	69
Technology (T-TT)	2	18	20	54
Home Economics (TX)	0	1	1	33
Total	254	315	569	

This data is arranged by the Library of Congress call letters of filled ILL requests by graduate students for the years 1985-1987. It does not represent requests by department for those years. The percent column indicates the percent of requests within a subject which were requested and filled for graduate students.

Circulation

A brief examination of circulation figures for the years 1986-87 and 1987-88 indicates subject areas in our collection receiving heavy use by graduate students. As in any study of circulation statistics, this indicates only those materials checked out of the library and not those used inside the library. It also does not provide information about journal titles being used.

Total circulation counts for masters and post-masters students follow:

	Masters	Post-Masters	Total	Total Circulation
1986-87	29,365	11,842	41,207	196,303
1987-88	25,379	12,498	37,877	276,574

While the total circulation figure rose from 1986-87 to 1987-88 the number of items checked out to graduate students declined. In 1986-87, graduate students accounted for 21% of the circulation. In 1987-88, this dropped to 14%.

At the masters and post-masters levels in both Dewey and LC classification systems, the same subject areas have high circulation counts. These are in areas that might be expected: psychology, history, sociology, accounting, economics, management, education, music, art, literature, HPER, math and applied statistics, curriculum materials, home economics, and biology. (See appendix for complete breakdown).

IV. INTERVIEWS

In order to obtain a more complete picture of the graduate student experience at BGSU, faculty members who work closely with graduate students were interviewed. The goal of these interviews was to learn more about the research process within specific fields, to understand the environment in which graduate students do their research, common problems they encounter, and skills which are essential for successful research. In the spring of 1988, I conducted interviews with 17 graduate department chairs or graduate advisors. These included all departments offering a PhD and three of the top enrolled masters programs. The departments are listed below, followed by the person I interviewed.

PhD departments:

American Culture	William Grant (chair)
Biology	Stan Smith (grad advisor)
Chemistry	Thomas Kinstle (grad advisor)
Communication Disorders	Michael Rastatter (acting chair)
Educational Administration	Richard Carlson (chair)
English	Alice Philbin (grad advisor)
History	William Rock (grad advisor)
Interpersonal/Public Comm	Raymond Tucker (chair)
Mass Communications	James Bissland (director)
Math	Charles Holland (grad advisor)
Philosophy	Thomas Attig (chair)
Psychology	Robert Conner (chair)
Sociology	Meredith Pugh (chair)
Theatre	Allen Kepke (chair)

Masters departments:

College Student Personnel	Carney Strange (chair)
Grad Studies in Business	James McFillen (assoc. dean)
Technology	George Horton (grad advisor)

Faculty were asked questions in the following areas:

1. Basic information

number of students (full and part time)
number and types of assistantships
recruitment program
number of students accepted each year of those who apply
percent of students who complete degree program
percent of masters students who take available options (thesis or comps)

2. Nature of Research

What is unique about research in your discipline?
How has your discipline changed in the last ten years?
In which subject areas do most students concentrate?
How do your students learn research skills?
What basic skills are necessary to succeed in this field?

3. Problems

What are common problems faced by graduate students in completing research projects?

4. Database Searching

Is department money available for database searches? (for faculty, students?)

5. Department Library

Is there a department library?

Summary

The department chairs/advisors interviewed for this study were very helpful. The interviews proved to be highly informative concerning the environment for research at the graduate level at Bowling Green (from the faculty perspective). The amount of information gathered in each interview varied slightly depending on the amount of time each person had available.

Many of the graduate programs investigated here are described as interdisciplinary. This is apparent through the types of research graduate students choose to study, the courses which are offered within departments, the number of students who take courses in related disciplines, and the problems associated with accessing materials.

Commonly mentioned skills which are necessary to succeed in research are critical thinking, reading and writing well, and application of theory to real world problems. In 13 departments there is at least one research methods course required (some have more than one). In the other departments, research skills are taught in each course or through interaction with advisors.

Common problems facing graduate students at Bowling Green include time management and access to library materials for research (in 10 departments this is a problem: American Culture, Biology, EDAS, English, History, IPCO, Philosophy, Psychology, Theatre, and College Student Personnel). These access problems include materials checked out or missing, or specialized resources not in the Library collection.

Nine departments have money available for database searches. Of those, only Theatre, Sociology and Biology make money available to graduate students for database searches. Eleven departments have some type of library or resource center containing journals and/or books (CDIS, English, History, MCOM, Math, Philosophy, Sociology, Theatre, CSP, Technology) .

Faculty members were not all aware that they could access the LS/2 system with their own computer and modem. Many expressed interest in this for faculty and graduate students in their departments. One expressed interest in accessing the acquisitions new books list by computer.

These interviews provided insight into opportunities and problems faced by graduate students at Bowling Green. Summaries of the interviews follow.

American Culture

1. Basic information

In 1987-88, there were 31 PhD students (17 full-time) and 17 masters students (all full-time). The department is given 10 assistantships for masters students (1 specifically for a minority student). At the PhD level, the department tries to get at least some funding for each full-time student. Many are supported by other departments (History-1, English-3, Ethnic Studies-2, Mass Communications-1, Popular Culture-1, American Culture-5). Responsibilities include teaching or assisting with classes. There is one research assistantship in American Culture.

Average number of inquiries (over the last three years), students admitted and funded:

	Inquiries	Admitted	Funded
American Studies	109	31	10
American Culture	55	15	4

The vast majority of students complete the program. Masters students are usually split evenly between the thesis and comps options (with a possible slight leaning toward the comps option).

2. Nature of Research

Research in American Culture is interdisciplinary. Research is dependent on library materials in many areas. As a result of increasing respectability for interdisciplinary programs nationwide, major changes should take place in university curricula in the 1990s (following the shift from specialization to interdisciplinary work in the sciences).

Students may emphasize one of five areas: English, History, Mass Communications, Popular Culture, or Sociology. Most students specialize in English or History. Basic research tools are covered in the 597 course (theories and methods) but the course is oriented more toward the study of American Culture than research skills. It is assumed that by graduate school students know how to use the library. Those who need help are individually counseled by faculty members. The most important skill that students need in this discipline is the ability to synthesize material.

3. Problems

The problem most often faced by graduate students in this field is access to specialized resources. Students usually have to travel to get primary sources.

4. Database Searching

There is no money available for database searches.

5. Department Library

There is no department library.

Grant urged the Library to obtain second copies of new popular culture materials for the circulating collection.

Biology

1. Basic information

In 1987-88, there were 61 full-time graduate students in Biology. Twenty of these were at the PhD level and 41 were pursuing the masters degree. Fifty had teaching assistantships. Sixteen were part-time students (half-PhD and half-MS).

The department actively recruits graduate students through a variety of means including: advertisements in Peterson's Guide to Graduate Schools, fliers and/or application materials mailed to schools with undergraduate biology majors or terminal masters programs in biology, letters to minority students through the GRE locator service, a speakers bureau of faculty members who give seminars at area schools (including neighboring states), and open houses (with mileage reimbursement).

As a result of such active recruitment, the department receives about 100 applications each year, accepts 50 students and enrolls 20. More than 90% of the students finish the degree, 70-80% within the time limit. Most part-time students have gone beyond the time limit. Masters students may select Plan I (thesis and comps) or Plan II (comps and a paper with defense). The paper for Plan II may be library research. Both options require a significant amount of research. Students are admitted with the expectation that they will write a thesis. About 10-20% end up selecting Plan II.

2. Nature of Research

Research within biology is in one of two directions: observationalist or experimentalist. Ecology is an example of an observationalist approach, in which the researcher collects reams of data and then uses computer modeling to analyze it. The other areas are more experimentalist or lab-oriented in approach, and are concerned with generating rather than collecting data. They are not as computer-oriented although most journals in these areas expect some statistical work. The discipline is moving toward a molecular orientation, which creates a need for different techniques and approaches.

Students generally specialize in one of three areas: genetic biology, ecology, or molecular biology and physiology.

Area of concentration	# faculty	# grad students
genetic biology	4-5	10-15
ecology	4-5	20
molecular biology and physiology	10	20

Graduate students generally learn research skills (especially instrumental techniques) in the lab with their advisors. Techniques courses have been tried and haven't worked very well. Students learn to use the instruments that are essential to their research projects. They are expected to have learned basic skills in undergraduate courses.

Skills needed to be successful in the field include expression in writing and speaking, critical thinking, experimental design and data analysis, modeling, hypothesis testing, knowledge about what constitutes sciènce (must be quantifiable or measurable).

3. Problems

The major problem faced by most graduate students is that they don't read the literature until after their research has begun. This is usually because they are being directed by their advisor as to areas for study and possible thesis topics. Access to materials is sometimes difficult as the library does not have enough biology journals and processing of books takes too long. Frequently-cited research is often in monographs and it is hard to access those materials quickly.

4. Database Searching

There is department money available for database searching for faculty and graduate students. Each student's advisor has money in his/her research account for student database searching.

5. Department Library

There is no department library.

Chemistry

1. Basic information

In 1987-88, there were 30 students pursuing the masters degree. Two or three students were expected to begin the new PhD program and ten are anticipated for next year. All students have funding with the exception of a few part-time students who are working to upgrade their education for teaching. All graduate assistants have some teaching duties, and some research responsibilities. 80% complete the program. Almost all masters students select the thesis option. Most go on to PhD programs, others work in industry (such as pharmaceutical companies). Of the new PhDs, less than half go into teaching.

2. Nature of Research

Chemistry is becoming much more interdisciplinary in nature, both in industry and in academics. Photochemistry provides a good example of the interdisciplinary nature of new advances in chemistry. Chemists are in demand in other areas of study such as physics and polymer science. Faculty and students are split evenly among the following areas of concentration: analytical, biochemical, inorganic, and organic/physical. There may be more students in the organic/physical area than the others. The new concentration in photochemistry ties organic and physical chemistry together.

There is no library skills or laboratory skills course. Students learn from being a member of a research group or from their advisors. There are informal group research seminars. Skills which are important to successful research include critical thinking and laboratory skills.

3. Problems

Common problems most graduate students face include time and resources (money).

4. Database Searching

There is money for database searching--individual faculty members can search by themselves on Afterdark. They learn how to search by themselves.

5. Department Library

Chemical Abstracts is in the hallway. Kinstle stressed the need to have more money allocated to buy books and journals for the Science Library in the new area of research--photochemistry, and felt that the automatic buying plan doesn't work well.

Communication Disorders

1. Basic information

There are usually 3-5 PhD students and 20-25 Masters students in Communication Disorders at any one time. 95% are funded, most assistantships are teaching, two are in research. There are not currently any part-time students. Most masters students select the comps option.

The State of Ohio requires its public school employees with hearing specializations to have a masters degree. Each year the department receives as many as 300 inquiries and 200 completed applications for 22 masters spots and 1-2 PhD openings.

2. Nature of Research

Research involves collecting data in one of four different areas: physiological data, acoustic data, perceptual data, and behavioral data. Those collecting physiological data examine electrical impulses from the brain (emg data). Biochemical information is often important when studying problems of stuttering. Much research is done in the area of speech waves and patterns in which the researcher collects speech-related or acoustic data. Those interested in the perceptual area collect data which measure hearing and brain functions in order to predict brain functions (disorders and normal functions). Researchers examine how the brain processes information. In the behavioral area, researchers observe children's play and language interaction.

As a result of pressure from the workplace, attention is being focused on new areas of clinical training and development. This results in the need for new courses. Issues currently being faced include standards for graduate study and credentialism. One problem is how to increase standards without making the course of study too long for students. A new degree in communication disorders in the next 5-10 years will be a clinical doctorate. This degree will require 3-4 years past the undergraduate degree and will emphasize administration and business as well as treatment. This reorganization of the degree structure will have a great impact on graduate programs and on the field. The new degree will meet more needs, expand possibilities for recruitment, and be much more marketable.

Currently, at the masters level, most students concentrate in communication disorders (speech language process, speech language pathology). Only 7-9 students specializing in audiology (hearing and aural rehabilitation) can be accommodated at any one time. Students are required to have many clinical hours of patient care. At the PhD level, students may specialize in audiology or communication disorders. Students are spread all across these areas. Many PhD students concentrate in neurolinguistics.

Students learn research skills by taking the 597 course in research, through independent studies, assistantships which involve research, and while working on their thesis or dissertation. Rastatter indicated the importance of critical thinking over technical skills in order to be successful in this field. Other basic skills include the commitment to keep up on current research in field and strong clinical skills.

3. Problems

Common problems faced by graduate students include time commitments, money, advisor interaction, subject availability (needing subjects with specific problems), equipment limitations (largely due to the expense of the equipment), and writing skills.

4. Database Searching

There is no line item in the department budget for database searches. Sometimes money is available from consulting projects, or from the College of Health and Human Services.

5. Department Library

There is a small department library, including new copies of principal texts, and a small journal collection to provide access to articles ripped out of journals in the library.

Rastatter was very interested in having a terminal set aside in the department for faculty and graduate students to access library holdings.

Educational Administration and Supervision

1. Basic information

In the spring of 1988, there were 177 graduate students in EDAS. There were 72 at the masters level, 19 pursuing a specialist degree, and 86 working on a PhD. Of those, only 20 students were full-time. There are 15 assistantships, all at the PhD level. Of those who apply for the program, only about 18% are not accepted. At the masters level, 95% opt for Plan II (research methods course and comprehensive exam) over Plan I (thesis).

2. Nature of Research

Research in educational administration is social science-oriented, making use of interviews and surveys. The discipline has changed most as a result of computers. Computers have changed the amount of data which can be analyzed, and as a result have changed the style of analysis used with such large data sets. Students specialize in one of four areas: school law (including collective bargaining, and students, employers, and teachers rights); school finance; personnel administration; and organizational theory. Most research is done in personnel administration. Very little is done in school law in this department.

Students at the PhD level are required to fulfill a 12 hour research requirement. This includes courses on descriptive and inferential statistics, survey research, and the doctoral seminar (in which they learn propositional inventories). In addition, students learn to do research while working with their advisors. Skills which are emphasized in this program are writing, problem analysis, and evaluation or assessment. 80% of the students go into administration as principals or superintendents. Few go on to teach in a university.

3. Problems

The major problem faced by graduate students in doing research is the inadequacy of the library collection. This results in the need to use ILL frequently. Carlson had no suggestions as to subject areas within education which are inadequate. He felt that the library staff is helpful and that the ERIC terminal has really helped the students in this program with their research.

4. Database Searching

Department money is available for faculty to do database searches but not for graduate students.

5. Department Library

There is no department library.

English

1. Basic information

In 1987-88 there were 75 full-time funded graduate students in English. In addition, there were 75 part-time graduate students. Graduate assistants at the masters level teach 2 composition or literature classes (110-112 usually) each semester. Teaching fellows at the PhD level teach two composition or literature classes in the fall and one in the spring (more often at the 200 level). The English department has an active recruiting program, especially geared toward ethnic Americans. The department generally accepts one student out of five. 75% of masters students finish their degrees. 50% of PhD students finish (many have trouble finishing the dissertation).

2. Nature of Research

Many different areas of study may be pursued in the English Department beyond the traditional literature and writing concentrations. Within literature, the field is undergoing change because the canon is changing. Standard works don't include women or represent ethnic groups. As more unpublished manuscripts become published, reclassification of types of literature becomes necessary.

Within the English department, students may pursue several degree programs. Students may specialize in literature, rhetoric and composition, technical communication, or teaching English as a second language (TESL). Those who pursue studies in literature must fulfill six period requirements and six genre requirements. There is also a Master of Fine Arts in creative writing, and the PhD. At the PhD level students are encouraged to specialize in Renaissance literature, modern and contemporary British literature, composition and rhetoric, or creative writing.

The graduate students during this year concentrated in the following areas:

Area of study	# students
Literature (Masters - thesis option)	10
Creative Writing (MFA)	20
Technical Writing	12-15
TESL	5-8
PhD	15-20

Each specific area has its own research course. In literature, the goal is to familiarize the student with materials in English literature, whether in manuscripts, books, or periodicals. Sources are identified, and the authenticity or character of texts within an area is analyzed. Bibliographies and citation techniques are covered (specifically the mechanics of the MLA style). In technical communication, materials are elusive, so the keyword is creativity and an interdisciplinary approach is followed. The University of Chicago style manual is the guide for citation technique in this course.

3. Problems

The major problem faced by graduate students in English is difficulty finding materials (either checked out of library or unavailable).

4. Database Searching

Money is available for faculty for database searching but not for graduate students.

5. Department Library

There is a department library (books, no journals) but it is not used very much.

History

1. Basic information

In 1987-88, there were 8 masters students and 5 PhD students in History. All of these students were funded except one. Responsibilities for graduate assistantships include teaching (leading discussion groups), grading, assisting with research, and two work in the CAC. There are 10-12 part-time students. 80% complete the program.

2. Nature of Research

The study of history is dependent on library resources. As a result, graduate students and faculty make heavy use of books, journals, and archival materials in their research. The major change in history as a discipline has been toward quantitative research. There has also been a shift from diplomatic to social history.

At the masters level, American history dominates in terms of specializations. Some students work in Asian, modern European, and Russian history. Three full-time and six half-time students are working in public history. Others take electives in this area. Most graduate students are being prepared to teach. However, there are more job openings in public history such as archival administration.

Students learn research skills by taking the required research methods courses: 597 (historical methods) and 596 (quantitative methodology). Skills that students need to succeed are basic: reading and writing well.

3. Problems

The major problem confronting most graduate students is access to materials. Most have to travel to use primary materials and face difficulties finding money for travel. The Library lacks some presidential papers. ILL is essential for many students. As a result of this problem accessing materials, many students have to select secondary choices for research topics which might be less costly. Another problem students face is time.

4. Database Searching

There is no money available on a regular basis for database searches.

5. Department Library

The department subscribes to a few journals and buys a few reference books.

Interpersonal/Public Communication

1. Basic information

In 1987-1988, there were 10 full-time students in the masters program and 10 full-time students working toward the PhD. An additional 20 part-time students were split evenly between the two degree programs. All of the full-time students have assistantships which involve assisting with classes and working 5 hours each week on faculty research.

Students are recruited through Peterson's Guide to Graduate Schools, at conventions and through graduates of the program. They usually receive 50 applications for 10 spots at each level. 90% of those students who begin a degree program in IPCO complete it. Half of the masters students generally take the thesis option and half the comps option.

2. Nature of Research

Research in IPCO necessitates the use of sociological and psychological literature. Students collect data through psychological experiments or survey analysis. The discipline has traditionally emphasized public speaking. Research is now focusing more on organizational communication.

Most students concentrate in organizational communication. Others emphasize qualitative methods, or rhetoric (symbolic interaction). Graduate students learn basic research skills through several courses. Two courses on research methods are required at the masters level. PhD students take five courses which relate to research design. Skills important to successful research and practice in this field include a solid methodological background, communication skills, and the ability to teach. Most PhD students are being prepared to teach at the college level.

3. Problems

The major problem faced by graduate students is the availability of materials in the library. Books are often checked out or missing, articles are ripped out of periodicals. Faculty members who have books out of the library often do not return them even if they are recalled, making it hard for graduate students to have access to some specialized resources.

4. Database Searching

There is no money set aside for database searching.

5. Department Library

There is no department library.

Mass Communication

1. Basic information

In 1987-88, 20 students were pursuing a masters degree and 5 were working toward their PhD. 80% had teaching assistantships. There is an active recruiting program. Two-thirds of the applicants are accepted. 90% complete the program. The majority of the masters level students take the comps option.

Students generally pursue graduate degrees in Mass Communication for two reasons: they want to retrain and obtain specific skills, or they are already practitioners who want to advance and need management skills.

2. Nature of Research

Research in this field is closest to sociology, social psychology and political science. A debate exists between academicians and practitioners as to what constitutes correct preparation in the field. Academicians want to train people to think. This has resulted in the intellectualization of mass communication programs and moved these programs away from a trade school emphasis. Journalism programs now emphasize common skills as opposed to industrially-specific skills.

At the PhD level most students concentrate in social science research or international communication. Others emphasize mass communication or film (particularly American Culture students). At the masters level, most students study the broadcasting industry. Other areas include public relations, journalism, mass communication, international communication, and film.

Courses in social science research methodology are required. Basic skills are practical and applied. These include mass media production skills, running a radio station, or completing a public relations campaign.

3. Problems

Many students study the behavior of mass audiences. Data collection in these types of studies can pose difficulties for graduate students.

4. Database Searching

There is no budget line for database searches.

5. Department Library

A reference room in the department contains professional periodicals and reference books.

Math

1. Basic information

In 1987-88, there were 46 full-time students (half masters, and half PhD) and about 6 part-time students in Math. All full-time students in Math have teaching assistantships. Students are recruited in a variety of ways, including: brochures sent to interested candidates and contacts at conferences. Usually 100-150 applications are received each year for 12 spots. 80% complete the degree program. Most masters students take the comps option.

2. Nature of Research

Mathematics at the masters level is general and not research oriented. Students can pursue several options: an M.A. in Math, an M.A. in Statistics, an M.S. in Statistics (with ASOR), a M.A. in Teaching, or a degree in Applied Mathematics. At the PhD level most students work in Algebra. A new area that is rapidly developing is applied mathematics. In this field, computers are used to analyze mathematical problems. Real world problems are stressed (such as engineering) as opposed to abstract problems.

Most graduate student research involves problem solving with axiomatic systems or algebraic models. There is no basic research course. Skills are learned in all graduate courses. The role of the faculty in developing graduate students is to encourage, help them to discover, and to reward. The aim is to expose them to the field of knowledge. To develop a high level of skill in math involves practice. Students are required to actively participate in classes and to complete research problems in class assignments. The criteria for a thesis is that the research should be publishable. Generally, half of the students concentrate in Math and half in Statistics.

3. Problems

The difficulty in a field as old as Mathematics (5000 years old) is in defining new problems to solve. As a result, the literature review plays an important role in helping to show the need for research in a particular area.

4. Database Searching

There is no money available for database searching.

5. Department Library

The department subscribes to a few journals.

Philosophy

1. Basic information

In 1987-88, there were 20-22 graduate students. Three students were enrolled in the new PhD program. The majority of graduate students are funded, all but one are teaching assistants. Most graduate assistants also work in the Documentation Center indexing and abstracting articles for Philosopher's Index. There is an active recruitment program which usually results in applications from 20-25 people, of which 8-11 are admitted. During 1987-88, 40-45 people sent completed applications. Of those, 15 were admitted, and 11 were funded.

2. Nature of Research

The study of philosophy is becoming more interdisciplinary in nature. Areas such as the philosophy of psychology study the philosophy of science and the mind. Other areas of concentration include moral and political philosophy, the philosophy of medicine, philosophy and the environment, philosophy and the law, philosophy and business, and philosophy of religion. The Philosophy department has the first applied philosophy program in the world. It is considered the fastest growing area within philosophy, and much of the current literature is devoted to it.

Students learn research skills in all graduate courses. One skill stressed in this program is the ability to apply philosophy to real world problems. This is accomplished through internships at both the masters and PhD level. Students participate in seminars especially designed to prepare them for internships.

3. Problems

One problem facing graduate students is access to materials in the area of political and legal philosophy. Basic law reviews are needed. Many students use the University of Toledo Law Library. Another problem most graduate students face is time.

4. Database Searching

The Documentation Center does Dialog searches for faculty members in Philosophy.

5. Department Library

There is a resource center which contains basic reference works and 25 journals. This center will be larger when Shatzel is renovated. One problem faculty and graduate students face is access to the most recent journal titles. The Documentation Center generally takes 6 months to process materials before they are sent to the Library.

Psychology

1. Basic information

In 1987-88, there were 109 graduate students in Psychology. All of these students are admitted into the PhD program and receive their masters degree along the way. The program receives about 300 completed applications each year, admits more than 25, and 25 enroll. These students are all funded (two-thirds by the graduate college and one-third through grants). Responsibilities include both research and teaching. There are 5 non-service fellowships.

2. Nature of Research

In recent years, psychology has become less discipline bound and more interdisciplinary. Within this department, students may concentrate in one of the following areas: clinical, industrial, developmental, social, or experimental. Most students concentrate in clinical psychology or industrial/organizational psychology. Students work closely with their advisors in a directed research program right from the start. Literature review plays a large role in this process.

3. Problems

Major problems facing graduate students include motivation, time management, and self-discipline. Access to specialized resources is also a problem necessitating the use of the MCO library and other libraries through ILL.

4. Database Searching

Money is available for faculty members for database searches. Students are encouraged to try other funding sources: faculty grant money, the Graduate Student Senate, or the Graduate College. If none of these sources can help, then the department tries to find some money.

5. Department Library

There is no department library.

Sociology

1. Basic information

In 1987-88, there were about 35 full-time funded graduate students, and about 20 part-time students. Of the full-time students, 20 were working on a PhD and 15 were masters students. The part-time students are usually half PhD and half masters. Half of the assistantships are teaching assistantships and half are research assistantships. The department receives 400 inquiries and 70-80 completed applications for 10 funded spots each year. About 75% of the students complete the program.

2. Nature of Research

The study of Sociology has changed most because of computers. New software is being developed for instruction, analysis, and graphics (particularly in mapping and population flows within demography). Research usually involves analysis of huge data sets (such as ICPSR data or Census Bureau data) or data collected with a research project within the department. This data collection is in two areas: demography (fertility, family formation, or infant mortality) and delinquency. Several concentrations exist within this department. Students may concentrate in demography, criminology, or social psychology.

Students learn research skills through 3 required Sociology statistics courses, applied statistics courses, and through the electives they choose. The most important skills are applied statistics and experience in market research.

3. Problems

The biggest problem facing graduate students is time. Teaching loads together with course work and research put much pressure on graduate students.

4. Database Searching

Money is available for database searches for faculty and graduate students.

5. Department Library

There is a department library containing popular sociology journals. Pugh was very interested in a terminal to access the Library's holdings (he also expressed interest in access to Ohio State's holdings).

Theatre

1. Basic information

In 1987-88, there were 21 full-time graduate students in this department. There were 8 masters students and 13 PhD students. All but one had funding. Two-thirds of the assistantships are teaching, one-third are in production. Some students have split assignments. The number of applicants varies from year to year. They are increasing and the department can be more selective as a result. Most students complete the program.

2. Nature of Research

It is difficult define the nature of research in theatre because theatre is an ephemeral art form. The masters and PhD programs are designed to be generalist in nature. As a result, specialization is eccentric to the individual. PhD students have done research in musical theatre, local theatre history, and American and British production practice.

Increasing professionalization caused a move over the last 15 years from theatre within English and Speech departments to Theatre departments with specializations in lighting design, scene design, and costume design. This resulted in a decline in BA, MA, and PhD degrees and an increase in BFA and MFA degrees in these more specialized areas. This department chose not to go the technical route and is now benefiting from the pendulum swinging back the other way (enrollments are up). The department is in the process of defining a focus. They want to educate theatre artists who can practice and teach; and view the study of theatre as a way to study the world.

Students learn research skills in the 597 class. Skills which are important to succeed in this field include: teaching, the practice of the craft (directing, acting, designing, and technical work), and knowing how to learn (what resources are available and how to use them).

3. Problems

Access to materials is a problem most graduate students face. Often they must travel to obtain primary source materials.

4. Database Searching

Money is available for database searches for faculty and graduate students.

5. Department Library

There is a department library which contains plays and textbooks.

College Student Personnel

1. Basic information

In 1987-88, there were 110 full-time graduate students in CSP. All CSP students have internships which provide salaries and fee-waivers. These internships are at this university and at 20 cooperating colleges within a 2 hour radius. The department has an active recruitment program. In addition to the traditional recruiting methods, the department relies on its 700 graduates to draw others to the program (they are the "best recruitment tool"). There are 350 inquiries each year, 175 completed applications, 90 invited to campus for interviews, and 50 matched up for internships each year. Only about 5 students out of 50 choose to do a thesis each year.

2. Nature of Research

Research in CSP is interdisciplinary in nature. The degree is a generalist degree but does offer students the opportunity to emphasize career counseling, residence life, or student activities. Current higher education issues drive the research aspect of this program. Students examine such issues as the greater diversity within the student population, (including larger numbers of older students - 45% of all students in college are over 25), competition for full enrollment among schools of all sizes, affirmative action programs, feminist social trends, and under-prepared students. The department stresses the need to prepare students to become consumers of the research in the field. This research will be used to prepare issue papers and resolve problems in the work place.

Research skills are learned in two courses which cover statistics and research strategies. Empirical tools are applied in other courses. Skills important in this field are based on the competency model within CSP. Students must demonstrate competencies in these areas: conflict mediation, group dynamics, instruction, interviewing/advising/counseling, management, problem solving, self knowledge, supervision, utilizing resources, verbal and written communication. Beyond these skills is the importance of being effective with people, having a solid theoretical base (being aware of research in the field), and being able to translate those theories into practice.

3. Problems

For many students, the major problem is access to materials (conference papers, access to theses, missing journal articles). Other students face difficulties with the instruments they use in research (surveys or psychometric tools). Those students who have internships off campus have a hard time making use of library resources because they are often here only one day each week.

4. Database Searching

Money is available for faculty for database searches although they are encouraged to go to other sources first. Students make use of the ERIC terminal.

5. Department Library

The department has a reference library which contains subscriptions to journals (particularly specialty journals which are hard to find), and duplicate copies of books relating to core courses. Strange was very interested in having a terminal to access the Library collection and would also like to be able to print out the acquisitions list of new books in his office.

Graduate Studies in Business

1. Basic information

In 1987-88, there were 60 full-time graduate students in the MBA program. Fifty had funding (8-9 had teaching assistantships, and the rest had research or administrative assistantships). Among the full-time MBA students the completion rate is high (about 80% complete the degree program). The majority of students in Business are part-time. There were 100 evening students, 40 students in the executive MBA program, and 40-50 in the Dana MBA program in 1987-88. The Masters of Organizational Development program had an additional 63 students. Only about 45% of the students who attend part-time complete the program. The program actively recruits students through catalogs and mailings. About two-thirds of the applicants are accepted. Students must complete the GBA 698 paper to graduate.

2. Nature of Research

The MBA program provides students with a broad exposure to business through a structured curriculum. Areas of strength within this department include marketing, finance, policy strategy, organizational behavior/human resources, production operations, and MIS. The field is becoming increasingly analytical. Computers allow for dynamic analysis of many variables. Students are required to do some type of research in each course (for example, marketing research). As a result, research methods are taught in each course. In addition, a year of statistics is required, including courses in advanced statistics, operations research, and research design.

3. Problems

For most part-time students, the biggest problem is time management and procrastination. This program has the largest number of nontraditional students. For part-time students, access to library materials can be difficult, due in part to library hours and their schedules. Executive MBA students are in class 8 hours a day, Monday through Friday, for two weeks, twice a year, over a three year period. This makes access to materials difficult.

4. Database Searching

Money is available for faculty members for database searches. Students are encouraged to make use of alternate sources of funding.

5. Department Library

There is no department library.

Technology

1. Basic information

In 1987-88, there were 18 full-time graduate students and 15 part-time students in Technology. 90% of the graduate students had funding (predominantly teaching assistantships). There is an active recruiting program. Each year about 25-30 applications are received and 10-12 are accepted. 75% complete the program. Half write a thesis and half take comps and complete a project with an oral exam. This project involves a brief literature review. The average age of graduate students in this program has increased over the last five years. While the average age is 30-32, students range in age from 23 to 50. This diversity allows for rich interaction in classes.

2. Nature of Research

Research in Technology is interdisciplinary. Originally started as a combination of home economics and industrial arts, the program now provides training for human resource development within any educational setting (not just in schools). Business and industry are new areas for education and many students specialize in this area. Research methods are taught in the 597 course and in various seminars. Many students take courses in other departments such as technical writing, CSP, IPCO, and Business Education.

Important skills include ability to apply a systems approach to training design, development of materials (visual communication),

evaluating effectiveness of programs, communication skills, and learning theory as applied to adult settings.

3. Problems

Common problems faced by graduate students in research include topic selection (focus), and time (they only have one year).

4. Database Searching

Most people use ERIC for research. Money is available if other databases need to be searched.

5. Department Library

A media center contains the last 2-3 years of major journals in the field.

V. SYLLABUS STUDY

In order to better understand the research environment of graduate students at Bowling Green, graduate course syllabi were collected and analyzed. A letter was sent to each faculty member in the fall of 1987 requesting a syllabus for each graduate course taught. In an attempt to collect as representative a sample as possible, a second letter was sent to department chairs in February, 1988, with a list of all the course syllabi received. They were asked if the list was a representative sample of the courses offered by their department and to send additional syllabi if it was not. This resulted in a total of 350 course syllabi and course descriptions. Of those, 324 contained enough information about course content and requirements to be included. These cover a two year period (1986-88) in order to include those courses offered in alternate years.

The graduate catalog lists more than 1300 courses at the graduate level. Not included in this number are the directed readings courses, internships, practicums, independent studies, or thesis and dissertation credits offered under course numbers by department. Many of the courses in the graduate catalog are not currently offered, or are not offered frequently. The group of 324 syllabi and course descriptions represent about 25% of the 1300 courses currently listed in the graduate catalog. This sample may represent an even larger percent of the currently offered courses.

Some departments responded with most or all of their syllabi, others sent very few (see Syllabus Study Tables in Appendix for complete list of courses analyzed, with course requirements). Some disciplines are therefore under-represented in this sample (depending on the willingness of the faculty members to participate). However, general conclusions can be drawn about research requirements in graduate courses at Bowling Green as a result of this analysis.

The primary focus of this study was to discover the assignments required in graduate courses which made use of library materials. The syllabi were examined for the following course requirements: research papers, theme papers (papers not involving library research, such as case studies, personal philosophy papers, analyses, etc.), literature reviews, bibliographies, research projects (projects requiring no written component), oral presentations, keeping up with current reading the the field, and the use of reserve materials. Mention of library presentations was also noted.

Many courses required other types of work which did not fit into the categories described above. Assignments such as curriculum guides, art work, musical and theatrical performances, computer programs, math and statistical problems, lab experiments and exams are just a few examples of the many types of requirements included in the course syllabi examined for this study. If assignments were not listed on a syllabus or course description, they were also not included.

Many graduate courses require research and writing. This writing takes many forms. For the purpose of this study, writing assignments were divided into three general areas: research papers, theme papers, and literature reviews (both papers comparing many articles, or individual book or article abstracts).

Overall, 134 (41%) of the courses required at least one research paper, 190 (59%) of this sample did not require any (see Figure 1). As might be expected, research papers were more often assigned in the social sciences than in math or science courses (see Figure 2).

Theme papers were required by 77 (23%) of the courses. In terms of literature reviews, 40 (12%) of the courses required 5 or more article abstracts and 35 (11%) required a separate literature review. This number does not include literature reviews written as part of research papers.

Oral presentations were required in 148 courses (46% of all courses). While it is difficult to determine the amount of library research required for oral presentations, it is interesting to note that this was the most commonly assigned requirement in the course syllabi examined (Table X). Many courses required several of the assignments listed in Table X.

Table X. Course Requirements

Assignment	Number of courses	Percent of courses
Oral presentations	148	46%
Research paper	134	41%
Materials on reserve	110	34%
Theme paper	77	24%
5 or more article abstracts	40	12%
Research projects	35	11%
Literature review	35	11%
Keeping up with literature	28	9%
Separate bibliography	26	8%

Of the other requirements, the use of material on reserve appeared most often (required in 120 courses), 26 courses required a separate bibliography, and 35 courses required research projects. Keeping up with current reading in the field was required in 28 courses.

It is interesting to note that 55 (17%) of the courses represented here did not require any of the assignments evaluated in this study. Only 5 course syllabi included a library presentation. Library presentations are often arranged after syllabi are distributed. In fact, during the academic years 1986-87 and 1987-88 (the years covered by these syllabi), 134 presentations were made to graduate level courses.

To examine the courses in more detail, the syllabi were grouped by department in four broad subject areas: social sciences, math and science, fine arts, education (and related disciplines), and business. Table XI shows the departments and number of syllabi included within each subject area.

Table XI. Department Groups

Social sciences (125 syllabi)

American Studies/Culture - 7
English - 11
Womens Studies - 1
French - 3
German - 3
Spanish - 2
History - 9
IPCO - 4
MCOM - 18
Philosophy - 13
Political Science - 27
Popular Culture - 3
Psychology - 14
Rehab Counseling - 1
Sociology - 9

Math and Science (49 syllabi)

Physics - 2
Geology - 11
Chemistry - 5
Biology - 13
Computer Science - 7
Math - 7
Statistics - 4

Fine Arts (24 syllabi)
Art - 3
Music - 11
Theatre - 10

Education (96 syllabi)

Business Education - 16
CDIS - 8
CSP - 9
CTE - 14
EDSE - 2
EDAS - 10
EDFI - 10
EDCI - 15
HPER - 6
HOEC - 6

Business (30 syllabi)

GBA - 11
Accounting - 3
MOD - 9
Economics - 7

Within the social science group, 75 (55%) of the courses required a research paper. Oral presentations were required by 66 courses (53%). While 27% of the courses in the math-science group required oral presentations, 86% did not require a research paper.

In the fine arts group, 54% of the courses required a research paper and 50% required an oral presentation. In the education group, 34% of the courses required a research paper and 56% an oral presentation. In business, while only 27% of the syllabi required a research paper, 33% required a theme paper. In this group, 30% of the courses required an oral presentation. (See Fig. 2 for comparison of research papers required by department group.)

A brief examination of the some of the research methods course syllabi shows an emphasis on short research assignments and attempts to familiarize students with major works in the field. Critical analysis of journal articles, theses and dissertations is often required. Many emphasize use of particular reference tools. Students are required to submit such assignments as research proposals and annotated bibliographies, and are asked to make oral presentations in class. Many of these syllabi included a reference list or bibliography. The Library has the majority these sources, sometimes in newer editions than those listed.

In summary, the course syllabi examined here show many types of assignments requiring use of the library. One of the limitations of a study such as this is that some course requirements may not be included in course syllabi. More use of the library may be required than can be seen here.

It is interesting to note that in more than half of the courses examined here, students are not required to write a research paper. It is not surprising to discover that the percent of research papers required is lowest in the math-science syllabi examined and highest in the social science area. Additionally, students had the opportunity to make an oral presentation in less than half of the courses. Research methods classes tend not to assign one long research paper but to instruct students through many smaller assignments.

Fig. 1 Research Papers Required

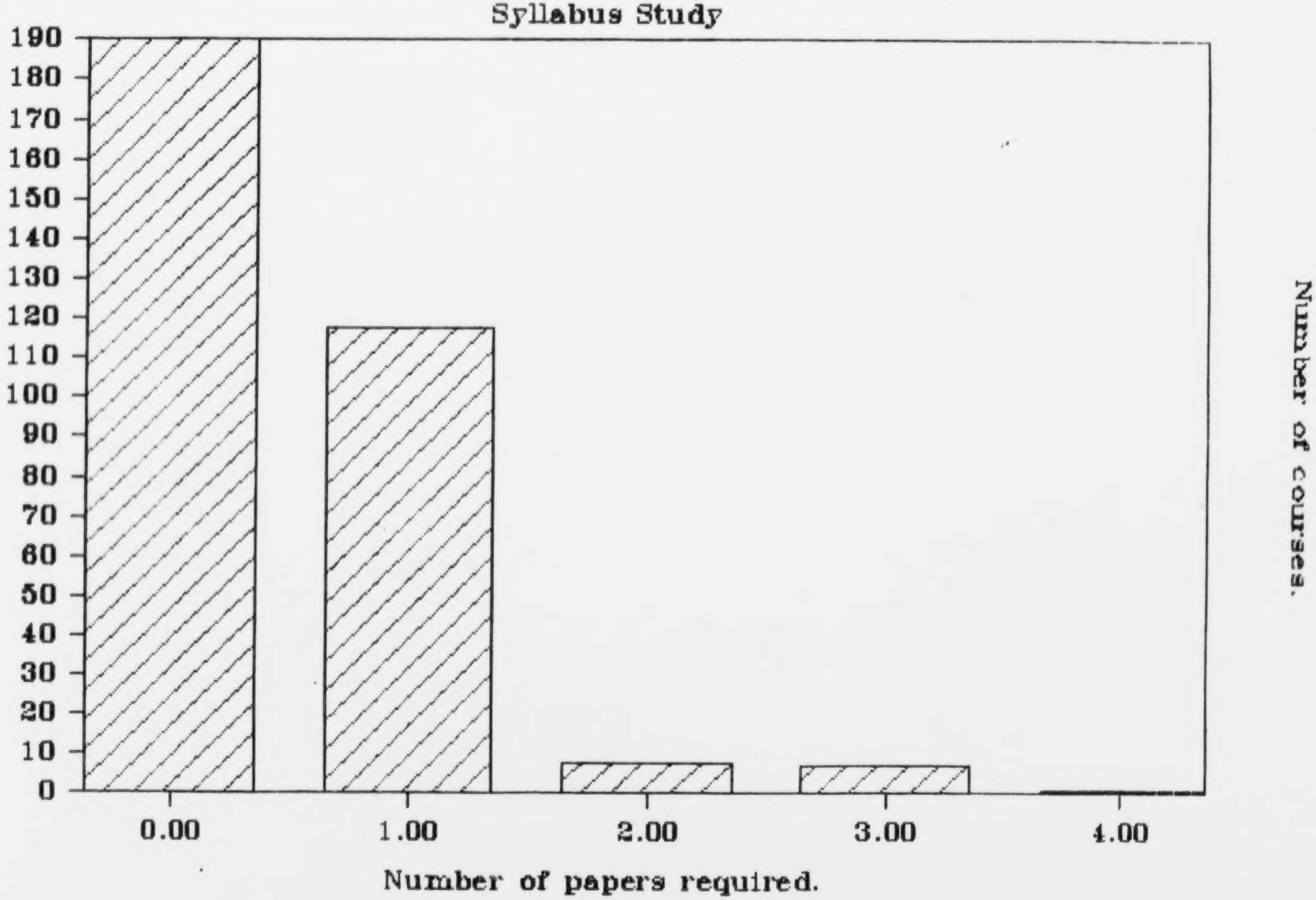
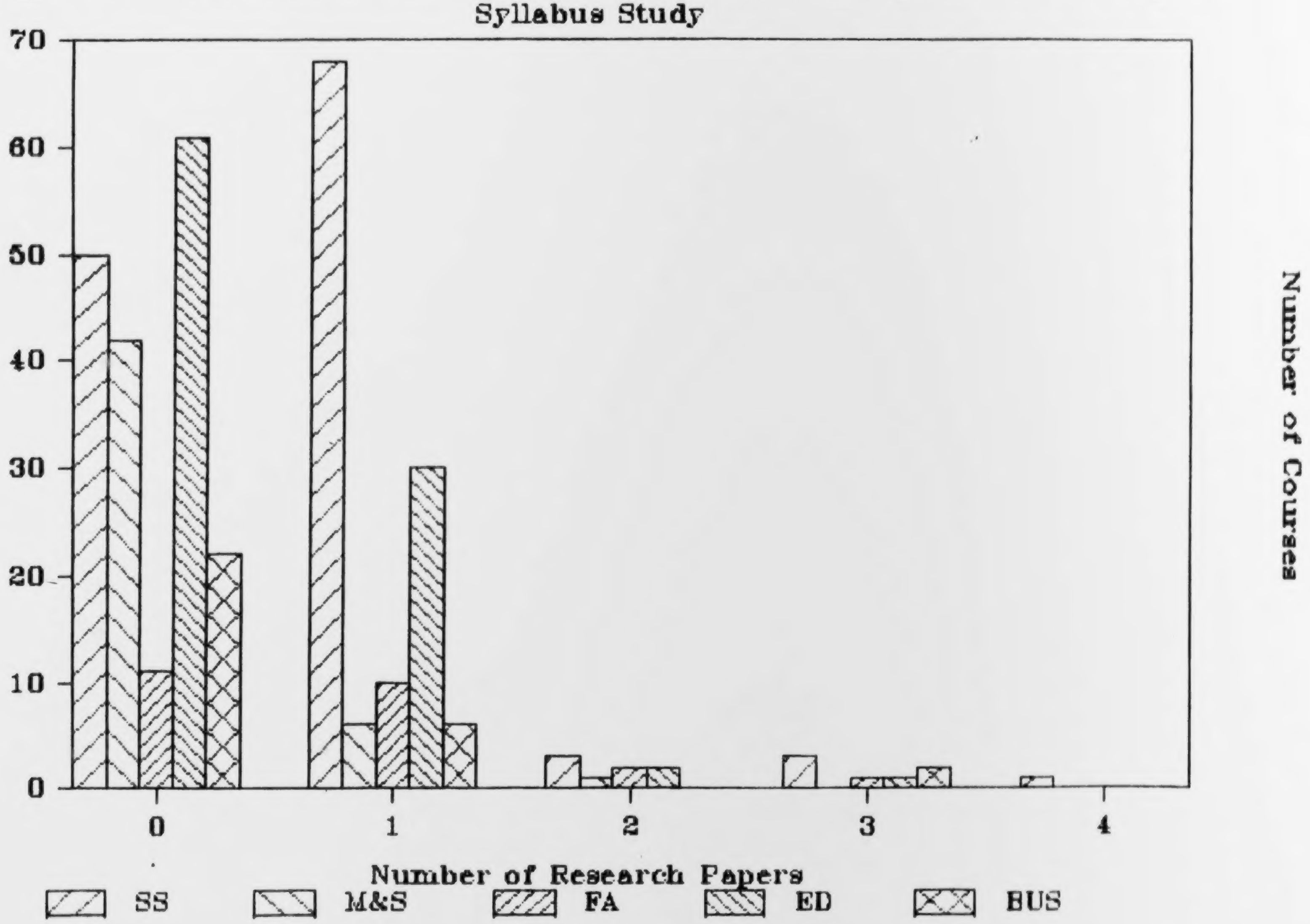


Fig. 2 Research Papers by Dept. Groups



VI. QUESTIONNAIRE

Much of the information collected for this study is about the environment in which graduate students carry out their research. Hearing from graduate students themselves is essential in fully understanding what research opportunities and obstacles they face. In January of 1988, a questionnaire was mailed to all currently enrolled graduate students at BGSU. This was followed, in March, with a second copy of the questionnaire to those students who had not yet responded. A total of 1799 questionnaires were mailed to graduate students (this figure does not include those for whom no address was available, or who had graduated, or were currently living out of the country). Completed questionnaires were returned by 826 students, resulting in a 46% response rate.

In addition to basic demographic information, students were asked about the number and types of assignments required in their graduate courses, how they picked topics for their research assignments, areas of difficulty in research, data collection in thesis or dissertation research, which library resources and services they had used, and what previous library research experience they had had before their current degree program. Many of the questions offered the opportunity for students to express answers not anticipated and to detail ways in which the Library might further assist them in their research.

Codes were assigned to the open-ended questions on the completed questionnaires (see the questionnaire and codes list in the appendix). Answers were circled on the questionnaires and entered into the computer for data analysis. The data was analyzed using the SAS statistical program. Results of that analysis follow.

Demographics

As a group, the graduate students who responded with completed questionnaires were quite similar to the overall graduate student population, particularly in such areas as sex, age, and race (Table XII). The only area which does not mirror the larger population is in the number of full and part-time students. More of the respondents attended full-time than part-time. This may be true because full-time students may be more likely to complete questionnaires directly relating to services they use frequently. Part-time students may not feel that they have had enough experience making use of the library to complete a questionnaire about its use.

Table XII. Comparison of Questionnaire Respondents to Graduate Population

Selected Characteristics	Questionnaire Respondents		Graduate Population	
	Number	Percent	Number	Percent
Full-time	501	62	971	48
Part-time	306	38	1054	52
Men	345	42	980	48
Women	475	58	1045	52
under 30	474	57	1338	54
over 30	352	43	1146	46
white	716	90	2162	94
black	16	2	77	3

Graduate Population figures are from the Graduate College (see Section II of this report).

Other characteristics of the respondents include citizenship, where enrolled, and type of employment. U. S. citizens comprised 90% of the total group. The 10% who were not U. S. citizens represented 24 countries. The largest number were from China (22%), Canada (10%), and India (10%).

Almost all of the students were enrolled at the main campus (96%), and had some type of employment (94%). Those who were employed were in two main groups: graduate assistants, and people employed full-time or in off-campus jobs. As might be expected, many of the students had assistantships (34% - teaching 14% - research). 28% said they worked in an off-campus job and 23% described their work as full-time. 41% of the respondents said they worked more than 31 hours each week. 41% worked 11-20 hours each week.

Most students (65%) were in the first or second year of a degree program. In response to the question about which activities described them best at the time, 81% said they were taking courses, 32% doing research and 20% writing. The majority of the students were pursuing a masters degree (77%), and 62% of those masters students intended to write a thesis.

Respondents had received their last degrees from nearly 200 different schools. The largest number of students had received their last degree from BGSU (40%). The next closest schools were Ohio State (4%), University of Toledo (3%) and Kent State (2%). Students who received their last degree from a university outside the U.S. made up 5% of the group. Surprisingly, 51% of the group received their last degree five or more years ago.

Table XIII. Respondents by Department

Department	No. of Respondents	Total No. in Dept.
Accounting	7	13
American Culture	16	22
American Studies	3	19
Art	15	19
ASOR	5	14
Biology	32	72
BUSE	5	12
CDIS	8	18
Chemistry	3	26
Computer Science	11	37
CSP	48	104
CTE	15	37
Economics	4	9
Education	6	
EDAS	57	72
EDCI	56	66
EDFI	24	43
EDSE	19	23
English	50	103
French	5	16
GBA	88	355
Geography	3	7
Geology	16	32
German	3	21
History	13	21
Home Economics	19	30
HPER	22	40
IPCO	16	30
LEM	5	5
Math	13	48
MCOM	16	34
MOD	18	44
Music	40	96
Philosophy	11	28
Physics	4	8
Political Science	17	29
Popular Culture	8	15
Psychology	65	122
Rehab. Counseling	18	34
Romance Languages	1	
RTVF	3	
Sociology	21	38
Spanish	5	26
Statistics	2	
Theatre	7	23
No dept. listed	3	
Total	826	1755

Forty-five graduate departments were represented by the graduate students who responded (Table XIII). Most of the departments were well represented by this sample group. Curious exceptions include American Studies, Chemistry, German, and Spanish.

The department groups used in the syllabus study were also used in the analysis of the questionnaire responses to see if there were any differences by subject group (see Table XI in Section V).

Coursework

Most students said that they were required to write at least one research paper each semester, the only exception being math where the majority said that they were not required to write any papers. When asked to describe the average number of research papers required each semester, 48% said they had 1-2 and 31% had 3-4 research papers required. Half of the students said that 1-2 of their papers required research in the library (only 8% said that none of their papers required library research).

In other types of assignments, 41% of the students said they were required to complete 1-2 projects each semester, and 53% had more than 2 projects to complete each semester. Only 12% said that none of their projects required library research.

Most students (66%) were required to use journal articles for their research papers or projects. Of these students, 83% used indexes to find relevant articles, 45% browsed (true across all disciplines), 26% asked instructors for references, and 23% had a database search done. Cross references were used most often by science and math students. ERIC was most mentioned at this stage of research by students from the education, business and fine arts groups.

When asked to describe an example of a project required in graduate courses, 43% of the respondents said they were required to make oral presentations in their classes, 21% had to write other types of papers, and 12% had to submit a literature review.

Research Process

In order to determine how topics are selected for research papers/projects, students were asked to make choices from a list of options. The responses demonstrate multiple methods of topic selection. Of the options listed on the questionnaire, 40% said topics were assigned by the instructor, 52% said the instructor suggested topics, 43% said they sometimes chose from a list of suggested topics, 56% picked topics from course related reading, 54% chose topics from non-course related reading, and 32% tried to relate papers for their courses to their thesis or dissertation topic.

Most students said that after selecting a topic, they used indexes (83%), the card catalog (72%), or discussed the topic with their instructor (59%). Only 16% responded that they asked librarians for suggestions at this stage in their research; 19% asked friends for ideas, and 20% had a database search done.

When asked which areas of research pose the most difficulty, students' responses (in all disciplines) were spread evenly across the possible choices:

literature review	37%
writing	29%
topic formulation	28%
data collection and analysis	28%
other	8%

As students could choose more than one area of difficulty in this question, the responses in the "other" category may shed some light on the other selections made. While only 8% of the respondents wrote something in the other category, the most common response here was "finding materials in the library." This may be part of the reason that students have difficulty with the literature review portion of their research. Only 12 (1%) of the students responded that they had no difficulty with research.

Thesis/Dissertation Research

Those students who were writing a thesis or dissertation were asked to answer a few questions directly relating to that research (71% of the students had already decided the topic of their thesis/dissertation). Half of these students chose the topic because it had always interested them. For 30% of the students, their advisor had been instrumental in suggesting the topic. Others responded that personal reading (40%) and coursework (23%) helped them decide.

The majority of the students (75%) did not examine the Library's collection before selecting their topic. In terms of relationships with their advisors, most students (77%) described their advisor as providing helpful assistance when asked.

In terms of data for thesis/dissertation research, the following sources were used:

library materials	82%
field work	40%
survey	35%
lab work	21%
archival materials	12%
music, recordings	8%
other	13%

Finding Materials

When asked about the BGSU library collection, 67% responded that the library had the most current books in their field, and 82% said the library had the journals they needed. When asked which subject areas they had difficulty locating in the library, 486 students (more than half) mentioned over 200 different subject areas. This is another indication of the wide range of subjects being studied at the graduate level at Bowling Green.

Over half (57%) of the students said that they found what they needed in the library 75% of the time; and 27% of the students said they found materials they needed only half of the time. When asked why they didn't find materials in the library, 69% of the students said that the library didn't own the items, 40% said that items were checked out, and 49% said that items were missing from the shelf when they looked. Half of the students said they usually asked for help when they couldn't find something.

Of those who answered, most respondents said that they found what they were looking for about 75% of the time. If they were unable to find anything at all, the reason given most often was that they lived too far away from campus and used another library. If they found what they were looking for 25% of the time, they said the reason was that they were lost as to where to find information or had looked in the wrong place. If they only found what they were looking for half the time, they said that the library staff was unable to locate the material for them. Those who could find what they were looking for 75% of the time said that the biggest reason for failure to locate what they wanted was that the pages had been torn out of the material.

This would suggest that off-campus users are unable to spend sufficient time at the library to locate their materials. Two things may help alleviate this problem: library education and access to the on-line catalog from many places on campus, such as department offices, the student union, and the commuter center.

Use of Other Libraries

More than half of the respondents said that they use other libraries for their research (40% of the students said they used the University of Toledo, 7% used the University of Michigan, and 6% used Ohio State). Many students who live away from campus use local libraries frequently. More than half of the students (53%) used another library once or twice a semester. Of those who used another library, 46% used one because it had a better collection in their subject area, 41% made use of another library because of its location.

Other libraries were used for research primarily by math students and to a lesser extent by students in the education, science and social science groups. Older students were more likely than younger students to make use of other libraries.

Half of the students had not used InterLibrary Loan in the past year, 27% had requested 1-5 items, and 20% had requested 5 or more items. Of those students who did not use ILL, 89% cited time as the reason they did not, and 22% were unaware of the service. Additionally, 17% said the 5 item/week limit discouraged them, and 15% cited money as the reason they didn't use ILL.

Library Resources

The library resources most often used by graduate students include the card catalog, LS/2, and librarians (Table XIV). Only 1% of the sample used Chemical Abstracts (this is because of the small number of Chemistry students who responded).

Table XIV. Library Resources Used by Graduate Students

Resource	Graduate Students who used	
	Number	Percent
card catalog	733	89
LS/2	507	61
librarian	498	60
ERIC	313	38
Infotrac	291	35
Dissertation Abstracts	275	33
Psychological Abstracts	263	32
OCLC	221	27
Soc. Science Citation Ind	216	26
Newsbank	99	12
Science Citation Index	91	11
Chemical Abstracts	12	1
other	111	13

First and second year students were more likely to make use of LS/2 than students in their third, fourth, or fifth years. This may be because LS/2 is a recent addition to the Library and only first and second year students may have been exposed to it through the orientation program. Part-time students were unlikely to use LS/2 if taking a single course, but over three-quarters made use of LS/2 if taking two courses in a semester.

InfoTrac was used more by business and, to a lesser extent, education and social sciences students. Only 13% of students in science and math, and 20% in fine arts had used InfoTrac. This is probably a function of its location. Fourth year students were more likely to use Dissertation Abstracts and

Psychological Abstracts, presumably because they were involved in their research and familiar with the library. Dissertation Abstracts was more heavily used in the fine arts than other groups.

More than half of all students made use of librarians. More than half also said that assistance at the reference desk was most helpful in reducing time spent looking for material. Librarians were used by over half of all students in every group except for math and science. This may be due to the fact that there are fewer librarians in the Science Library.

Library User Education

Most of the students (72%) had instruction or orientation in the use of the library. Students checked the methods which had been most helpful in reducing time spent looking for material they needed. Of those who ranked the methods, assistance at the reference desk was rated first most often. The types of instruction which had been used included:

assistance at ref. desk	55%
guidebooks	39%
library tour	38%
library seminar during orientation	34%
presentation by librarian in a class	26%

In response to the question about previous library experience, only 10% said they had little or no experience. Other responses included undergraduate courses (82%), independent studies (36%), masters coursework (28%), and masters theses (13%). 32% of the respondents had consulted with a librarian about their research; 35% were unaware of the service. 52% were unaware of the Data archive, and only 4% had used the service.

Database Searching

Many of the respondents (69%) had not used the computer searching service. Answers as to why they didn't make of use it varied:

don't know what it is	25%
don't know where to go	20%
too costly	16%
no need	15%

The longer a student had been in school, the more likely he/she was to have a database search done (this is true up to 4 years after which point it falls off again). When asked if their department would reimburse money for a database search, 5% said yes, 30% said no, and 65% didn't know.

Other Areas

In order to determine the most effective method of publicizing library services, students were asked how they usually find out about services provided by the university. Half of the respondents said they learn about university services in class, 28% said they find out through mail in their department, 27% from their advisor, 15% from the BG News, and 15% from bulletin boards.

Students in math and science were more likely to find out about university services through department mail, while all other groups were likely to find out in class. PH.D. students said they found out more often through mail, and masters students in class. Many said that they found out about university services from other students, or by accident.

Students were given the opportunity to detail ways in which the library could help them with their research. The codes list in the appendix includes the list of 62 comments which were made by students. Most frequently mentioned were the need to increase the journal collection (21%), the need to publicize library services more (28%), and the need to purchase more books in their area of research and make those books available more quickly (29%). Finally, students made many positive comments about the library staff (see the codes list in the appendix).

The results gained from this questionnaire will be very helpful in providing services which will help graduate students in their research.

VII. CONCLUSIONS

Graduate students at BGSU have come from many different undergraduate institutions and are pursuing research in a wide range of subjects. Many are pursuing studies that are interdisciplinary. While research papers and oral presentations are required in less than half of their graduate courses, most have to write at least one research paper each semester. Critical thinking, reading and writing well, and the application of their studies to real world problems are expectations that most face in their programs.

They are not solely dependent on the library collection for their research. It is significant (though not surprising) that most of the students writing theses and dissertations did not examine the library collections before deciding on their topics. Students tended to select topics which had always interested them. Increased use of InterLibrary Loan (particularly with the option of more rapid access to materials through the fax machine) is a necessary result of research in so many areas.

Although most students had experience with library research before beginning their degree program, they experienced difficulties with many parts of the research process. What would help most graduate students in their research at Bowling Green would be to reach more of them with information about the services currently provided by the library.

Part-time students and those students without assistantships do not have the opportunity to attend the orientation sessions offered to students in the Graduate Student Orientation Program. Although sessions offered primarily for part-time students might be helpful, because so many students find out about services offered by the university in class, it will be important to educate faculty members as well about what research help is available at the library.

Faculty members are key factors in successful graduate education. Most students described their advisors as helpful and most find out about services that the university provides through their classes. Yet many of these faculty members are not aware of library research services available for themselves and their students. Only a small percent of the graduate faculty use database searching, despite the benefits database searches can provide, particularly for interdisciplinary research. Many are unaware or fail to take advantage of the fact that they can access LS/2 from their own computers.

More than half of all of the students who responded to the questionnaire made use of librarians, and said that assistance at the reference desk was most helpful in reducing time spent looking for material. Exceptions to this were the students in math and science who used librarians less frequently (possibly due to the fact that there are fewer librarians in the Science Library).

The vast majority of graduate students work 11-20 hours each week and almost half work 31 or more hours each week. Problems that they face include time management and access to materials for research. They would like to see the library increase its journal holdings, make available copies of new books faster, and publicize its services more.

The problems of time management and access to materials could be alleviated in part by making sure that each department (in addition to the many other offices frequented by graduate students on campus) has a terminal set up to access LS/2. (Perhaps it would even be possible to make use of portions of the existing hardwired system used to access student records.) Graduate students and faculty would have direct access to LS/2 and might save some of the time that is in such short supply. Their attempts to find library materials would be better informed and hopefully meet with greater success.

Many university libraries now provide reference assistance via the same hardwired systems patrons use to access online catalogs. An integrated reference /bibliographic network would greatly aid graduate students as well as faculty in their efforts to conduct significant and timely research (see reference list for articles which describe these systems at Lehigh University (Roysdon and Elliott, 1988) Georgia Tech (Zimmerman, 1987), and Carnegie Mellon (Evans and Michalak, 1987)).

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APPENDIX

I. Excerpts From Graduate Student Orientation Report, 1987.

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                              GRADUATE STUDENT ORIENTATION SESSION EVALUATION
                              *THE MEAN INCLUDES ONLY THOSE WHO HAD AN OPINION.

      SESSION TUE.,2PM: COMPUTER LITERATURE SEARCH

       NOTE: THE SCALE WAS (1) STRONGLY          GENDER           DEGREE         ASST
       DISAGREE TO (5) STRONGLY AGREE.
                                          FEMALE     MALE       MASTER     RESEARCH   TEACHING    TOTAL

                                          N  MEAN    N  MEAN    N  MEAN    N  MEAN    N  MEAN    N  MEAN

       1) THE SESSION WAS INFORMATIVE     17  4.5    6  4.8    23  4.6    10  4.7    13  4.5    23  4.6

       2) DELIVERY WAS EFFECTIVE          17  4.6    6  4.8    23  4.7    10  4.9    13  4.5    23  4.7

       3) ALLOWED TO PARTICIPATE          16  4.0    5  4.4    21  4.1    10  4.0    11  4.2    21  4.1

       4) INFORMATION IS APPLICABLE       16  4.2    6  4.7    22  4.3     9  4.6    13  4.2    22  4.3

       5) HOLD THIS SESSION NEXT YEAR     17  4.6    6  4.8    23  4.7    10  4.8    13  4.5    23  4.7
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                              GRADUATE STUDENT ORIENTATION SESSION EVALUATION
                              *THE MEAN INCLUDES ONLY THOSE WHO HAD AN OPINION.

   SESSION WED.,10AM: COMPUTER LITERATURE SEARCH

    NOTE: THE SCALE WAS (1) STRONGLY          GENDER                  DEGREE                  ASST
    DISAGREE TO (5) STRONGLY AGREE.
                                       FEMALE    MALE      MASTER     DOCTOR    RESEARCH   TEACHING    TOTAL

                                       N  MEAN   N  MEAN   N  MEAN    N  MEAN   N  MEAN    N  MEAN    N  MEAN

    1) THE SESSION WAS INFORMATIVE      5  4.8   12  4.7   16  4.8    1  4.0    8  4.9    9  4.6    17  4.7

    2) DELIVERY WAS EFFECTIVE           5  4.6   12  4.4   16  4.4    1  5.0    8  4.6    9  4.3    17  4.5

    3) ALLOWED TO PARTICIPATE           5  3.8   11  4.0   15  3.9    1  4.0    7  3.6    9  4.2    16  3.9

    4) INFORMATION IS APPLICABLE        5  4.0    9  4.1   13  4.1    1  4.0    6  3.8    8  4.3    14  4.1

    5) HOLD THIS SESSION NEXT YEAR ,    5  4.8   12  4.8   16  4.8    1  5.0    8  4.9    9  4.7    17  4.8
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                                         GRADUATE STUDENT ORIENTATION SESSION EVALUATION
                                         *THE MEAN INCLUDES ONLY THOSE WHO HAD AN OPINION.

  SESSION TUE.,9AM: LIBRARY/CLASSROOM

   NOTE: THE SCALE WAS (1) STRONGLY               GENDER                  DEGREE                   ASST
   DISAGREE TO (5) STRONGLY AGREE.
                                            FEMALE      MALE       MASTER      DOCTOR     RESEARCH    TEACHING      TOTAL

                                            N   MEAN    N   MEAN   N   MEAN    N   MEAN   N   MEAN    N   MEAN    N   MEAN

   1) THE SESSION WAS INFORMATIVE             2  4.0     5  4.0     6  4.0      1  4.0     3  4.3      4  3.8      7  4.0

   2) DELIVERY WAS EFFECTIVE                  2  4.5     5  4.2     6  4.2      1  5.0     3  4.7      4  4.0      7  4.3

   3) ALLOWED TO PARTICIPATE                  2  5.0     5  4.4     6  4.5      1  5.0     3  4.7      4  4.5      7  4.6

   4) INFORMATION IS APPLICABLE               2  4.0     5  4.4     6  4.5      1  3.0     3  4.3      4  4.3      7  4.3

   5) HOLD THIS SESSION NEXT YEAR             2  5.0     5  4.2     6  4.3      1  5.0     3  4.7      4  4.3      7  4.4
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                                         GRADUATE STUDENT ORIENTATION SESSION EVALUATION
                                         *THE MEAN INCLUDES ONLY THOSE WHO HAD AN OPINION.

  SESSION WED.,9AM: LIBRARY/CLASSROOM

   NOTE: THE SCALE WAS (1) STRONGLY               GENDER                  DEGREE                   ASST
   DISAGREE TO (5) STRONGLY AGREE.
                                            FEMALE      MALE       MASTER      DOCTOR     RESEARCH    TEACHING      TOTAL

                                            N   MEAN    N   MEAN   N   MEAN    N   MEAN   N   MEAN    N   MEAN    N   MEAN

   1) THE SESSION WAS INFORMATIVE             1  5.0     6  3.8     6  4.0      1  4.0     1  4.0      6  4.0      7  4.0

   2) DELIVERY WAS EFFECTIVE                  1  4.0     6  3.8     6  3.8      1  4.0     1  4.0      6  3.8      7  3.9

   3) ALLOWED TO PARTICIPATE                  1  2.0     6  4.2     6  3.8      1  4.0     1  4.0      6  3.8      7  3.9

   4) INFORMATION IS APPLICABLE               1  5.0     5  3.2     6  3.5      0   .      1  4.0      5  3.4      6  3.5

   5) HOLD THIS SESSION NEXT YEAR             1  5.0     6  4.0     6  4.2      1  4.0     1  4.0      6  4.2      7  4.1
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GRADUATE STUDENT ORIENTATION SESSION EVALUATION
*THE MEAN INCLUDES ONLY THOSE WHO HAD AN OPINION.

SESSION THU.,9AM: LIBRARY/CLASSROOM

NOTE: THE SCALE WAS (1) STRONGLY DISAGREE TO (5) STRONGLY AGREE.

	GENDER				DEGREE				ASST					
	FEMALE		MALE		MASTER		DOCTOR		RESEARCH		TEACHING		TOTAL	
	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN
1) THE SESSION WAS INFORMATIVE	2	5.0	4	4.5	4	4.5	2	5.0	1	4.0	5	4.8	6	4.7
2) DELIVERY WAS EFFECTIVE	2	5.0	4	4.3	4	4.3	2	5.0	1	3.0	5	4.8	6	4.5
3) ALLOWED TO PARTICIPATE	2	5.0	4	4.5	4	4.5	2	5.0	1	4.0	5	4.8	6	4.7
4) INFORMATION IS APPLICABLE	2	4.5	4	4.5	4	4.5	2	4.5	1	4.0	5	4.6	6	4.5
5) HOLD THIS SESSION NEXT YEAR	2	4.5	4	4.8	4	4.8	2	4.5	1	4.0	5	4.8	6	4.7

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GRADUATE STUDENT ORIENTATION SESSION EVALUATION
*THE MEAN INCLUDES ONLY THOSE WHO HAD AN OPINION.

SESSION FRI.,9AM: LIBRARY/CLASSROOM

NOTE: THE SCALE WAS (1) STRONGLY DISAGREE TO (5) STRONGLY AGREE.

	GENDER		DEGREE		ASST					
	FEMALE		MASTER		RESEARCH		TEACHING		TOTAL	
	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN
1) THE SESSION WAS INFORMATIVE	3	4.7	3	4.7	1	5.0	2	4.5	3	4.7
2) DELIVERY WAS EFFECTIVE	3	4.7	3	4.7	1	5.0	2	4.5	3	4.7
3) ALLOWED TO PARTICIPATE	3	5.0	3	5.0	1	5.0	2	5.0	3	5.0
4) INFORMATION IS APPLICABLE	2	5.0	2	5.0	1	5.0	1	5.0	2	5.0
5) HOLD THIS SESSION NEXT YEAR	3	5.0	3	5.0	1	5.0	2	5.0	3	5.0

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GRADUATE STUDENT ORIENTATION SESSION EVALUATION
*THE MEAN INCLUDES ONLY THOSE WHO HAD AN OPINION.

SESSION TUE.,10AM: LIBRARY SURVIVAL

NOTE: THE SCALE WAS (1) STRONGLY DISAGREE TO (5) STRONGLY AGREE.

	GENDER				DEGREE				ASST					
	FEMALE		MALE		MASTER		DOCTOR		RESEARCH		TEACHING		TOTAL	
	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN
1) THE SESSION WAS INFORMATIVE	18	3.3	17	3.6	29	3.6	6	2.8	12	3.7	23	3.3	35	3.5
2) DELIVERY WAS EFFECTIVE	18	3.7	17	3.8	29	3.8	6	3.7	12	4.0	23	3.7	35	3.8
3) ALLOWED TO PARTICIPATE	18	4.3	17	4.5	29	4.4	6	4.3	12	4.4	23	4.4	35	4.4
4) INFORMATION IS APPLICABLE	17	3.6	17	3.4	29	3.6	5	3.2	12	4.1	22	3.2	34	3.5
5) HOLD THIS SESSION NEXT YEAR	18	3.7	17	3.9	29	3.9	6	3.5	12	4.1	23	3.7	35	3.8

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GRADUATE STUDENT ORIENTATION SESSION EVALUATION
*THE MEAN INCLUDES ONLY THOSE WHO HAD AN OPINION.

SESSION TUE.,1PM: LIBRARY SURVIVAL

NOTE: THE SCALE WAS (1) STRONGLY DISAGREE TO (5) STRONGLY AGREE.

	GENDER				DEGREE				ASST					
	FEMALE		MALE		MASTER		DOCTOR		RESEARCH		TEACHING		TOTAL	
	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN
1) THE SESSION WAS INFORMATIVE	6	5.0	6	3.8	11	4.4	1	5.0	8	4.3	4	4.8	12	4.4
2) DELIVERY WAS EFFECTIVE	6	4.3	6	4.3	11	4.4	1	4.0	8	4.1	4	4.8	12	4.3
3) ALLOWED TO PARTICIPATE	6	5.0	6	4.5	11	4.7	1	5.0	8	4.8	4	4.8	12	4.8
4) INFORMATION IS APPLICABLE	6	5.0	6	4.2	11	4.5	1	5.0	8	4.5	4	4.8	12	4.6
5) HOLD THIS SESSION NEXT YEAR	6	4.8	6	4.2	11	4.5	1	5.0	8	4.4	4	4.8	12	4.5

GRADUATE STUDENT ORIENTATION SESSION EVALUATION
*THE MEAN INCLUDES ONLY THOSE WHO HAD AN OPINION.

SESSION WED.,1PM: LIBRARY SURVIVAL

NOTE: THE SCALE WAS (1) STRONGLY DISAGREE TO (5) STRONGLY AGREE.	GENDER				DEGREE		ASST					
	FEMALE		MALE		MASTER		RESEARCH		TEACHING		TOTAL	
	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN
1) THE SESSION WAS INFORMATIVE	3	4.0	2	4.5	5	4.2	2	4.0	3	4.3	5	4.2
2) DELIVERY WAS EFFECTIVE	3	3.3	2	4.5	5	3.8	2	3.5	3	4.0	5	3.8
3) ALLOWED TO PARTICIPATE	3	4.7	2	4.5	5	4.6	2	5.0	3	4.3	5	4.6
4) INFORMATION IS APPLICABLE	3	4.3	2	4.5	5	4.4	2	5.0	3	4.0	5	4.4
5) HOLD THIS SESSION NEXT YEAR	3	4.7	2	4.5	5	4.6	2	5.0	3	4.3	5	4.6

GRADUATE STUDENT ORIENTATION SESSION EVALUATION
*THE MEAN INCLUDES ONLY THOSE WHO HAD AN OPINION.

SESSION WED.,10AM: LIBRARY SURVIVAL

NOTE: THE SCALE WAS (1) STRONGLY DISAGREE TO (5) STRONGLY AGREE.	GENDER				DEGREE		ASST					
	FEMALE		MALE		MASTER		RESEARCH		TEACHING		TOTAL	
	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN
1) THE SESSION WAS INFORMATIVE	10	4.4	1	3.0	11	4.3	2	4.5	9	4.2	11	4.3
2) DELIVERY WAS EFFECTIVE	10	4.2	1	4.0	11	4.2	2	4.0	9	4.2	11	4.2
3) ALLOWED TO PARTICIPATE	10	4.8	1	5.0	11	4.8	2	5.0	9	4.8	11	4.8
4) INFORMATION IS APPLICABLE	9	4.4	1	4.0	10	4.4	1	5.0	9	4.3	10	4.4
5) HOLD THIS SESSION NEXT YEAR	9	4.7	1	4.0	10	4.6	2	4.0	8	4.8	10	4.6

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                                                  GRADUATE STUDENT ORIENTATION SESSION EVALUATION
                                                  *THE MEAN INCLUDES ONLY THOSE WHO HAD AN OPINION.
 SESSION THU.,10AM: LIBRARY SURVIVAL

  NOTE: THE SCALE WAS (1) STRONGLY                   GENDER                   DEGREE                   ASST
  DISAGREE TO (5) STRONGLY AGREE.
                                              FEMALE       MALE        MASTER       DOCTOR      RESEARCH     TEACHING       TOTAL

                                              N   MEAN    N   MEAN    N   MEAN    N   MEAN    N   MEAN    N   MEAN    N   MEAN

  1) THE SESSION WAS INFORMATIVE               25   3.8   14   3.9   31   3.9    8   3.4   11   3.6   28   3.9   39   3.8

  2) DELIVERY WAS EFFECTIVE                    25   3.4   14   3.6   31   3.5    8   3.4   11   3.5   28   3.4   39   3.5

  3) ALLOWED TO PARTICIPATE                    25   4.1   14   3.8   31   3.9    8   4.3   11   3.9   28   4.0   39   4.0

  4) INFORMATION IS APPLICABLE                 23   4.0   14   3.8   29   3.9    8   4.0   11   4.0   26   3.8   37   3.9

  5) HOLD THIS SESSION NEXT YEAR               25   4.0   14   3.7   31   4.0    8   3.6   11   3.9   28   3.9   39   3.9
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                                                  GRADUATE STUDENT ORIENTATION SESSION EVALUATION
                                                  *THE MEAN INCLUDES ONLY THOSE WHO HAD AN OPINION.
 SESSION THU.,1PM: LIBRARY SURVIVAL

  NOTE: THE SCALE WAS (1) STRONGLY                   GENDER                   DEGREE                   ASST
  DISAGREE TO (5) STRONGLY AGREE.
                                              FEMALE       MALE        MASTER       DOCTOR      RESEARCH     TEACHING       TOTAL

                                              N   MEAN    N   MEAN    N   MEAN    N   MEAN    N   MEAN    N   MEAN    N   MEAN

  1) THE SESSION WAS INFORMATIVE                3   5.0    4   4.3    5   4.4    2   5.0    3   4.0    4   5.0    7   4.6

  2) DELIVERY WAS EFFECTIVE                     3   5.0    4   4.0    5   4.4    2   4.5    3   3.7    4   5.0    7   4.4

  3) ALLOWED TO PARTICIPATE                     3   5.0    4   5.0    5   5.0    2   5.0    3   5.0    4   5.0    7   5.0

  4) INFORMATION IS APPLICABLE                  3   5.0    4   5.0    5   5.0    2   5.0    3   5.0    4   5.0    7   5.0

  5) HOLD THIS SESSION NEXT YEAR                3   5.0    3   5.0    5   5.0    1   5.0    2   5.0    4   5.0    6   5.0
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GRADUATE STUDENT ORIENTATION SESSION EVALUATION
*THE MEAN INCLUDES ONLY THOSE WHO HAD AN OPINION.

SESSION THU.,10AM: LIBRARY SURVIVAL

NOTE: THE SCALE WAS (1) STRONGLY DISAGREE TO (5) STRONGLY AGREE.

	GENDER				DEGREE				ASST					
	FEMALE		MALE		MASTER		DOCTOR		RESEARCH		TEACHING		TOTAL	
	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN
1) THE SESSION WAS INFORMATIVE	25	3.8	14	3.9	31	3.9	8	3.4	11	3.6	28	3.9	39	3.8
2) DELIVERY WAS EFFECTIVE	25	3.4	14	3.6	31	3.5	8	3.4	11	3.5	28	3.4	39	3.5
3) ALLOWED TO PARTICIPATE	25	4.1	14	3.8	31	3.9	8	4.3	11	3.9	28	4.0	39	4.0
4) INFORMATION IS APPLICABLE	23	4.0	14	3.8	29	3.9	8	4.0	11	4.0	26	3.8	37	3.9
5) HOLD THIS SESSION NEXT YEAR	25	4.0	14	3.7	31	4.0	8	3.6	11	3.9	28	3.9	39	3.9

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GRADUATE STUDENT ORIENTATION SESSION EVALUATION
*THE MEAN INCLUDES ONLY THOSE WHO HAD AN OPINION.

SESSION THU.,1PM: LIBRARY SURVIVAL

NOTE: THE SCALE WAS (1) STRONGLY DISAGREE TO (5) STRONGLY AGREE.

	GENDER				DEGREE				ASST					
	FEMALE		MALE		MASTER		DOCTOR		RESEARCH		TEACHING		TOTAL	
	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN
1) THE SESSION WAS INFORMATIVE	3	5.0	4	4.3	5	4.4	2	5.0	3	4.0	4	5.0	7	4.6
2) DELIVERY WAS EFFECTIVE	3	5.0	4	4.0	5	4.4	2	4.5	3	3.7	4	5.0	7	4.4
3) ALLOWED TO PARTICIPATE	3	5.0	4	5.0	5	5.0	2	5.0	3	5.0	4	5.0	7	5.0
4) INFORMATION IS APPLICABLE	3	5.0	4	5.0	5	5.0	2	5.0	3	5.0	4	5.0	7	5.0
5) HOLD THIS SESSION NEXT YEAR	3	5.0	3	5.0	5	5.0	1	5.0	2	5.0	4	5.0	6	5.0

II. Evaluation Results of Graduate College Commencement Surveys.

Evaluation Results of Graduate College - Commencement Surveys
(May, August and December 1987)

THE LIBRARY (Main and Mathematics-Sciences)

	Excellent	Good	Fair	Poor	Not Applicable
A. Staff assistance, helpfulness (overall)	126	84	19	0	3
B. Adequacy of the collection	62	107	45	15	5
C. Inter-library loan services	66	57	20	4	86
D. Availability of research study carrels	98	56	20	5	96
E. Convenience of hours					
1. Weekdays	120	85	12	3	15
2. Weekends	79	85	34	19	13
3. Holidays	62	67	42	28	32
4. Evenings	98	86	15	15	16

III. Circulation Breakdown for Dewey/LC Call Number Category For Masters and Post-Masters

7/1/86-6/30/87 and 7/1/87-6/30/88

(Available in the Dean's Office and Information Services Office)
Jerome Library

IV. *Syllabus Study Tables*

course	res pap	theme pap	lit rev	bibl	res proj	oral pres	cur rd	reserve	oth res lib pres
aast 597	1.00		2.00			2.00			
aast 730			2.00			1.00			
aast 580	1.00	2.00							
aast 581a	1.00					1.00			
aast 581b				1.00	1.00	1.00		1.00	
aast 581c		4.00							
aast 582	1.00		1.00			2.00			
art 571									
art pt									
art 577									
art 521									
arth 449	1.00							1.00	
arth 582				1.00		1.00	1.00		
biol 540						1.00			
biol 515									
biol 565		1.00				1.00		1.00	
biol 526									
biol 536									
biol 407									
biol 409					1.00				
biol 502									
biol 415								1.00	
biol 425									
biol 472									
biol 513									
biol 552								1.00	
buse 468		2.00							
buse 501		2.00	1.00			2.00		1.00	
buse 502			12.00		1.00				
buse 504									
buse 528									
buse 553		1.00				1.00	1.00		
buse 561	1.00	1.00	2.00			2.00	1.00		
buse 562		2.00				1.00			
buse 593	1.00								
buse 441		1.00				3.00			
buse 455									
buse 461			1.00						
buse 462									
buse 463		1.00							
buse 465		3.00	2.00			1.00			
buse 597			1.00		1.00				
cdis 501									1.00
cdis 511									
cdis 531			1.00						
cdis 541			5.00					1.00	
cdis 545						1.00	1.00		
cdis 555									
cdis 597					1.00	1.00			
cdis 651	1.00					1.00	1.00		
chem 447		1.00						1.00	
chem 463	1.00							1.00	
chem 466									
chem 514									

course	res pap	theme pap	lit rev	bibl	res proj	oral pres	cur rd	reserve	oth res lib pres
chem 521									
cs 407								1.00	
cs 409								1.00	
cs 425								1.00	
cs 428									
cs 462								1.00	
cs 464		2.00				2.00			
cs 562									
csp 501		1.00	9.00			1.00			
csp 502		3.00				1.00		1.00	
csp 505			1.00			3.00			
csp 506		1.00				1.00			
csp 507		1.00	1.00					1.00	
csp 603		2.00				1.00		1.00	
csp 6xxa						1.00		1.00	
csp 6xxb						1.00		1.00	
csp 6xxc						1.00		1.00	
cte 501	3.00		5.00						
cte 550						1.00			
cte 554	1.00	2.00	8.00			1.00			
cte 557						1.00			
cte 558		1.00		1.00		1.00		1.00	
cte 559			2.00				1.00		
cte 570	2.00						1.00	1.00	
cte 597					1.00			1.00	
cte 611						1.00			
cte 658					1.00			1.00	
tech 662		1.00	2.00			1.00	1.00	1.00	
tech 663			2.00				1.00		
cte 675		1.00	2.00				1.00		
cte 680	1.00		1.00			1.00	1.00	1.00	
econ 400									
econ 501									
econ 502									
econ 509						1.00			
econ 511								1.00	
econ 531	1.00		5.00			1.00			
econ 580	1.00		4.00			1.00			
edse 554		1.00	1.00		1.00	2.00		1.00	
edse 555	1.00				1.00	1.00		1.00	
edas 521			5.00						
edas 522			5.00						
edas 530		1.00				1.00			
edas 610	1.00		1.00			3.00	1.00		
edas 611	1.00	1.00	1.00			2.00	1.00	1.00	
edas 612	1.00	4.00	1.00			3.00	1.00	1.00	
edas 625	1.00					2.00			
edas 680	1.00				1.00	1.00	1.00		
edfi 500		1.00	3.00			4.00			
edfi 571	1.00								
edfi 572			1.00						
edfi 573	1.00								
edfi 575		1.00				1.00			
edfi 585						1.00		1.00	
edfi 596									

course	res pap	theme pap	lit rev	bibl	res proj	oral pres	cur rd	reserve	oth res lib pres
edfi 597	1.00		4.00						1.00
edfi 602	1.00	1.00				1.00		1.00	
edfi 696									
edci 420	1.00								1.00
edci 510									
edci 521	2.00							1.00	
edci 523		1.00		1.00		2.00	1.00		
edci 525			1.00			3.00			
edci 529				1.00		1.00			
edci 531			1.00						
edci 532			1.00						
edci 533			1.00						
edci 546	1.00		1.00			1.00			
edci 547	1.00	1.00				1.00			
edci 581	1.00					2.00	1.00		
edci 583	1.00		6.00			9.00		1.00	
edci 610				1.00		1.00		1.00	
edci 611			1.00					1.00	
eng 531				1.00		2.00		1.00	
eng 541	1.00								
eng 554		4.00				4.00			
eng 562									
eng 570									
eng 573		1.00		1.00	1.00	1.00			
eng 581	2.00								
eng 628	1.00	6.00							
eng 643	1.00	2.00		1.00	1.00	3.00		1.00	
eng 648	3.00					1.00		1.00	
eng 664	1.00	2.00		1.00		3.00		1.00	
vs 481								1.00	
fre 583			1.00			1.00			
fre 586			2.00			1.00			
fre 588						2.00			
ger 503									
ger 516	1.00								
ger 531									
span 455						1.00			
span 573						1.00		1.00	
gba 530									
gba 590									
gba 628									
gba 630		4.00				1.00		1.00	
gba 636		1.00							
gba 640									
gba 643	1.00					1.00			
gba 650		3.00				1.00			
exec 650	1.00					1.00			
exec 693						1.00			
gba 695		1.00					1.00		
acct 429									
acct 623	3.00							1.00	
mac 697	3.00					3.00			
geol 401	1.00								
geol 423						1.00			
geol 440	2.00				1.00	2.00			

course	res pap	theme pap	lit rev	bibl	res proj	oral pres	cur rd	reserve	oth res lib pres
geol 509						1.00			
geol 513		1.00	1.00		1.00	2.00			
geol 521	1.00					1.00			
geol 523						1.00			
geol 536						1.00	1.00		
geol 539	1.00					1.00		1.00	
geol 540	1.00					1.00		1.00	
geol 580	1.00					1.00			
hper 510		1.00				1.00		1.00	
hper 512	1.00							1.00	
hper 513	1.00	2.00					1.00		
hper 520	1.00	2.00				1.00		1.00	
hper 582	1.00	1.00				1.00	1.00		
hper 6xx					1.00	1.00		1.00	
hist 433									
hist 448	1.00					1.00		1.00	
hist 486	1.00					1.00			
hist 547	1.00		1.00			1.00		1.00	
hist 551	1.00					1.00		1.00	
hist 580		1.00	15.00	1.00		1.00		1.00	
hist 597			1.00					1.00	
hist 625	3.00					1.00			
hist 691	1.00				1.00	1.00		1.00	
hoec 504	1.00	1.00		1.00		1.00			
hoec 507	1.00								
hoec 508	1.00	1.00	20.00				1.00	1.00	
hoec 510	1.00		20.00			1.00	1.00	1.00	
hoec 513	1.00	3.00							
hoec 580	1.00	2.00				1.00		1.00	
ipco 406									
ipco 597			2.00		1.00	3.00		1.00	
ipco 624					1.00			1.00	
ipco 729	1.00					1.00		1.00	
math 541									
math 542									
math 561									
math 562									
math 565									
math 566									
math 633									
journ 402	1.00							1.00	
mcom 440				1.00		1.00			1.00
mcom 500									
mcom 506	1.00	1.00				1.00		1.00	
mcom 510	1.00		3.00		1.00				
mcom 511	1.00								
mcom 528	1.00						1.00		
mcom 580a	1.00					1.00			
mcom 580b	1.00					1.00			
mcom 580c	1.00		2.00						
mcom 580d		5.00							
mcom 610	3.00		3.00		1.00				
mcom 612	1.00								
mcom 613	1.00								
mcom 680a	1.00		1.00			1.00			

course	res pap	theme pap	lit rev	bibl	res proj	oral pres	cur rd	reserve	oth res	lib pres
acom 680b	1.00					1.00				
acom 680c	1.00									
rtvf 613	1.00					1.00				
mugs 504	1.00					1.00		1.00		
mugs 510		1.00	1.00			1.00		1.00		
mugs 511a		1.00	5.00					1.00		
mugs 511b			1.00		1.00					
mugs 512	2.00				1.00			1.00		
mugs 513	1.00							1.00		
mugs 514	1.00		3.00	1.00	2.00	3.00				
mugs 526	1.00					1.00		1.00		
mugs 534		1.00						1.00		
mugs 597			1.00							1.00
mugs 598					1.00	1.00		1.00		
orgd 670		1.00	1.00		1.00					
orgd 671		1.00						1.00		
orgd 672	1.00							1.00		
orgd 673	1.00							1.00		
orgd 674		1.00								
orgd 675			1.00		1.00					
orgd 677		1.00								
orgd 678		1.00								
orgd 689		1.00								
phil 412	1.00			1.00		1.00				
phil 414								1.00		
phil 415	1.00									
phil 423	1.00					1.00		1.00	1.00	
phil 425	2.00					1.00				
phil 431	1.00					1.00				
phil 433								1.00		
phil 480	1.00									
phil 501		3.00								
phil 504	1.00					1.00		1.00		
phil 537		1.00			1.00					
phil 580	1.00	2.00				1.00				
phil 581	1.00	1.00			1.00	1.00		1.00		
phys 503										
phys 507								1.00		
pols 402										
pols 403										
pols 404	1.00									
pols 405	4.00									
pols 416			65.00							
pols 417	1.00									
pols 418	1.00		106.00							
pols 419			3.00							
pols 420	1.00									
pols 421	1.00					1.00		1.00		
pols 422			1.00							
pols 423	1.00									
pols 440	1.00					1.00				
pols 443	1.00					1.00				
pols 459		2.00				2.00				
pols 501	1.00					2.00				
pols 511								1.00		

course	res pap	theme pap	lit rev	bibl	res proj	oral pres	cur rd	reserve	oth res	lib pres
pols 521	1.00		1.00			1.00	1.00	1.00		
pols 523		1.00						1.00		
pols 526	1.00					1.00		1.00		
pols 528		3.00								
pols 531	1.00		3.00			2.00		1.00		
pols 540	1.00					1.00		1.00		
pols 541				1.00		1.00		1.00		
pols 571			3.00		1.00	1.00		1.00		
pols 596		3.00						1.00		
pols 10	1.00			1.00		2.00		1.00		
popc 580a	1.00			1.00		1.00		1.00		
popc 580b	1.00	3.00				1.00				
popc 580c	1.00	1.00	8.00	1.00						
psyc 501	1.00	2.00								
psyc 524								1.00		
psyc 525		1.00	1.00		1.00	1.00		1.00		
psyc 534										
psyc 554	1.00		70.00					1.00		
psyc 559	1.00								1.00	
psyc 580a	1.00					3.00		1.00		
psyc 580b			1.00			1.00				
psyc 580c			100.00							
psyc 580d	1.00		1.00							
psyc 632								1.00		
psyc 664										
psyc 665								1.00		
psyc 682		1.00			1.00					
rehb 561	1.00	1.00	6.00			1.00				
soc 501	2.00							1.00		
soc 525	1.00					1.00	1.00	1.00		
soc 537	1.00			1.00		1.00				
soc 544	1.00		1.00			3.00				
soc 561	1.00			1.00						
soc 568										
soc 569						2.00				
soc 580	1.00					1.00		1.00		
soc 644	1.00					3.00				
stat 402										
stat 410										
stat 530								1.00		
asor 666										
thea 562	1.00					1.00				
thea 565	2.00			1.00		1.00				
thea 597		1.00	3.00	1.00	1.00			1.00		2.00
thea 598	1.00								1.00	
thea 660	1.00									
thea 672	1.00					1.00	1.00	1.00		
thea 673	1.00					2.00		1.00		
thea 679		1.00								
thea 775	3.00					2.00		1.00		
thea cos						1.00		1.00		
total	159.00	129.00	564.00	23.00	33.00	209.00	27.00	108.00	4.00	6.00
avg	1.14	1.63	7.52	0.88	0.94	1.41	0.96	0.98	0.50	1.20

Bowling Green State University

William T. Jerome Library
Bowling Green, Ohio 43403
Cable BGSUOH

March 1, 1988

Dear Graduate Student:

Last month, we mailed a questionnaire to each graduate student at BGSU. The questionnaire is part of a study of the research needs of graduate students. We want to be sure that your thoughts are included in our analysis of graduate student research needs. Your input and suggestions will help us better serve you and all graduate students.

If you haven't already mailed your questionnaire back to us, or never received the first one we sent, here is an additional copy for you. Please take a few minutes to complete this and return it to us as soon as possible (by March 31). If you have any questions about our study, please contact me at the address listed below.

Thanks so much for your help!

Sincerely,

Marilyn M. Parrish

Marilyn M. Parrish
Principal Investigator
Graduate Student Research Survey
Information Services
Jerome Library
372-2362

______ (1-4)

Graduate Student Questionnaire

In completing this Graduate Student Questionnaire, please read each question carefully and mark your answer either in pencil or pen. When you are finished, please staple with our return address on the outside and place in mail. Thank you for your assistance.

PLEASE RETURN BY ~~FEBRUARY 5,~~ March 31 1988.

I. YOUR PROGRAM

(5) 1. Which of the following describes you at present:
a. 1 ☐ 1st. 2 ☐ 2nd. 3 ☐ 3rd. 4 ☐ 4th year in degree program
6 ☐ nondegree 5 ☐ 5th year or higher
(6-9) b. (check all that apply)
1 ☐ taking courses
2 ☐ doing thesis/dissertation research
3 ☐ writing thesis/dissertation
4 ☐ other______________________________

(10-13) 2. a. Dept_______________ 1 ☐ master's 2 ☐ PhD
(14) b. If master's, will you be writing a thesis or equivalent?
1 ☐ yes 2 ☐ no
(15-16) c. Within this dept./program, what is your area of concentration?____________________

(17-23) 3. In what year, and field of study, and at what school did you obtain your **last** degree?

Degree	**Year**	**Major**	**School**
1 bachelor's	______	______	______
2 master's	______	______	______
3 PhD	______	______	______

(24-26) 4. When do you expect to graduate? (check month and year)

1 ☐ May	1 ☐ 1988	4 ☐ 1991
2 ☐ August	2 ☐ 1989	5 ☐ 1992
3 ☐ December	3 ☐ 1990	6 ☐ other______

(27) 5. What is the average number of credit hours you take each semester?
1 ☐ 3 2 ☐ 6 3 ☐ 9 4 ☐ 12 5 ☐ 15 6 ☐ over15

II. COURSEWORK

(28) 6. a. On the average, how many research papers are you required to do each semester?
1 ☐ 0 2 ☐ 1-2 3 ☐ 3-4 4 ☐ 5-7 5 ☐ 8+
(29) b. How many of those papers require use of library materials?
1 ☐ 0 2 ☐ 1-2 3 ☐ 3-4 4 ☐ 5-7 5 ☐ 8+

(30) 7. a. On the average, how many projects, other than research papers, (such as oral presentations, artwork, computer programs, lab experiments, etc), are you required to do each semester?
1 ☐ 0 2 ☐ 1-2 3 ☐ 3-4 4 ☐ 5-7 5 ☐ 8+
(31) b. How many of those projects require use of library materials?
1 ☐ 0 2 ☐ 1-2 3 ☐ 3-4 4 ☐ 5-7 5 ☐ 8+
(32-33) c. What is an example of a project you have completed for one of your courses?____________________

(34-40) 8. How do you usually formulate topics for research papers or projects? (check all that apply)
1 ☐ instructor assigns
2 ☐ instructor suggests
3 ☐ I choose from list of suggested topics
4 ☐ from course related reading
5 ☐ from personal (non-course related) reading or research
6 ☐ try to relate papers or projects to thesis/dissertation topic
7 ☐ other______________________________

(41-48) 9. After selecting a topic, this is what I usually do when I start working on a research paper or project: (check all that apply)

1 ☐ discuss with instructor
2 ☐ ask librarians for suggestions
3 ☐ ask other students for ideas
4 ☐ use indexes to magazines or journals in the library
5 ☐ see what books we have on the subject in the BGSU card catalog or computer catalog
6 ☐ use a textbook
7 ☐ have a computer database search done for me
8 ☐ other____________________

____

(49) 10. a. Are you required to use journal articles for your research papers? 1 ☐ yes 2 ☐ no 3 ☐ sometimes

(50-54) b. If "yes" or "sometimes", how do you usually find relevant articles? (check all that apply)

1 ☐ ask instructor for references
2 ☐ browse through journals in my field
3 ☐ use indexes, abstracts, or bibliographies in the library
4 ☐ have a computer database search done for me
5 ☐ other____________________

(55-59) 11. In which areas of your research do you have the most difficulty? (check all that apply)

1 ☐ topic formulation
2 ☐ literature review (finding relevant articles and books on your topic)
3 ☐ data collection and analysis
4 ☐ writing
5 ☐ other____________________

(60-64) 12. How do you usually find out about services offered by the university? (check all that apply)

1 ☐ my advisor
2 ☐ BG News
3 ☐ mail in my dept.
4 ☐ in class
5 ☐ other____________________

2

III. THESIS/DISSERTATION

(if not doing thesis or dissertation, SKIP to Question 17)

(1) 13. Have you decided on the topic of your thesis or dissertation?

1 ☐ yes 2 ☐ no (if not, skip to Question 17)

(2-7) 14. a. How did you determine the topic of your thesis/dissertation? (check all that apply)

1 ☐ my advisor suggested it
2 ☐ another instructor suggested it
3 ☐ coursework
4 ☐ readings (outside of course requirements)
5 ☐ I've always been interested in this
6 ☐ other____________________

(8) b. Did you examine the collections of the BGSU libraries before deciding on your topic?

1 ☐ yes 2 ☐ no

(9) 15. How much direction do you receive from your advisor? (check one best answer)

1 ☐ I'm on my own
2 ☐ my advisor provides helpful assistance when asked
3 ☐ my advisor provides some direction but another person is more influential in assisting me____________________
(person's title)
4 ☐ nearly every step is directed by my advisor

(10-23) 16. Where did/will you collect your "data" or the source material for your thesis/dissertation? (list percent of total for as many of the following choices as apply)

1 ☐ a. library materials - journal articles, books, etc.
2 ☐ b. field work
3 ☐ c. lab work
4 ☐ d. survey
5 ☐ e. music, recordings, etc.
6 ☐ f. archives, manuscript collections
7 ☐ g. other____________________

IV. BGSU LIBRARY RESOURCES

(24-36) 17. Which of the following resources have you used?
1 ☐ card catalog
2 ☐ LS/2 (library computer catalog)
3 ☐ OCLC (computer that shows holdings of all libraries in North America)
4 ☐ ERIC on CD-ROM (computer index to education related articles and reports)
5 ☐ InfoTrac (computer index to magazines)
6 ☐ Newsbank (computer index to newspapers)
7 ☐ Dissertation Abstracts
8 ☐ Psychological Abstracts
9 ☐ Social Sciences Citation Index
10 ☐ Science Citation Index
11 ☐ Chemical Abstracts
12 ☐ librarian
13 ☐ other__________

(37) 18. a. Approximately what percent of the time do you **find** the material you need in the BGSU libraries?
1 ☐ 0% 2 ☐ 25% 3 ☐ 50% 4 ☐ 75% 5 ☐ 100%
(38-41) b. When you **don't find** material what is the usual reason? (check all that apply)
1 ☐ library does not own
2 ☐ checked out
3 ☐ missing from shelf when I look
4 ☐ other__________
(42) c. On the occasions when you don't find material, do you ask for assistance?
1 ☐ usually 2 ☐ sometimes 3 ☐ no

(43) 19. a. Do you use other libraries for your research? 1 ☐ yes 2 ☐ no
(44-47) b. Which ones? 1 ☐ Univ. of Toledo 2 ☐ Univ. of Michigan
3 ☐ Ohio State 4 ☐ other__________
(48) c. How often? 1 ☐ once every two weeks or more 2 ☐ once a month
3 ☐ once or twice a semester
4 ☐ once a year or less frequently
(49-50) d. Why do you usually make use of another library?
1 ☐ better collection in my subject area
2 ☐ other__________
(51-52) e. For what types of materials?__________

20. Do you generally find that the BGSU libraries have
(53) a. the most current books for research in your field?
1 ☐ yes 2 ☐ no
(54) b. the journals you need? 1 ☐ yes 2 ☐ no

21. In which subject areas have you had difficulty locating materials in BGSU libraries?
(55-60) __________

____

(61) 22. a. Approximately how many items have you requested through Interlibrary Loan over the past year?
1 ☐ 0 2 ☐ 1-5 3 ☐ 6-10 4 ☐ 11-20 5 ☐ 21+
(62-63) b. For which of the following
1 ☐ coursework 2 ☐ thesis/dissertation
(64) c. About how many items have you wanted but never requested?
1 ☐ 0 2 ☐ 1-5 3 ☐ 6-10 4 ☐ 11+
(65-68) d. Why didn't you request? 1 ☐ time 2 ☐ money
3 ☐ unaware of service 4 ☐ 5 per week limit discouraged me

(69) 23. a. Have you had a computer database search done for you?
1 ☐ yes 2 ☐ no
(70-74) b. If not, why not?
1 ☐ don't know what it is
2 ☐ don't know where to go to have a database search done
3 ☐ too costly
4 ☐ my instructors discourage this
5 ☐ other__________
(75) c. Will your department reimburse any of the costs of a database search?
1 ☐ yes 2 ☐ no 3 ☐ don't know

1

(1) 24. Have you ever had instruction or orientation in the use of any of the BGSU libraries?
1 ☐ yes 2 ☐ no
a. If yes, which of the following were most helpful in reducing time spent in looking for material you needed? (check and rank only the ones used: 1 = most helpful, etc.)

(2 15) rank
- ______ 1 ☐ library tour
- ______ 2 ☐ guidebooks or handouts
- ______ 3 ☐ presentation by librarian in a class
- ______ 4 ☐ library assignment in a course
- ______ 5 ☐ assistance at the reference desk
- ______ 6 ☐ library seminar during graduate student orientation
- ______ 7 ☐ other______

(16 21) 25. What previous library research experience did you have before beginning your current graduate work? (check all that apply)
- 1 ☐ little or no experience
- 2 ☐ undergraduate courses which required papers
- 3 ☐ independent study
- 4 ☐ master's coursework
- 5 ☐ master's thesis
- 6 ☐ other______

26. Have you used the following services:
(22) a. consultation with librarian/subject specialist about research in your field
1 ☐ yes 2 ☐ no 3 ☐ unaware of service
(23) b. the Data Archive, the Libraries' collections on survey and numeric data stored on computer tape
1 ☐ yes 2 ☐ no 3 ☐ unaware of service

(24-29) 27. How can the BGSU libraries further help you in your graduate work?

______

______

______

V. DEMOGRAPHIC INFORMATION

(30) 28. Age ( ) 20-25 ( ) 26-30 ( ) 31-35 ( ) 36-40 ( ) 41-50 ( ) 51 +
(31) 29. Sex ( ) male ( ) female
(32) 30. Marital status: ( ) single ( ) married
(33) 31. Race/ethnic group: (optional)
( ) White
( ) Black
( ) Asian
( ) Hispanic
( ) Native American
( ) other______
(34-36) 32. U.S. citizen ( ) yes ( ) no, I'm a citizen of______
(country)
(37) 33. Where enrolled: ( ) Main Campus ( ) Firelands ( ) other______
(38) 34. a. Are you employed? ( ) yes ( ) no
(39-44) b. If yes, check one of the following:
( ) research assistant
( ) teaching assistant
( ) work study job
( ) off-campus job
( ) internship
( ) other______
(45) 35. Number of hours/week you are employed
( ) 0 ( ) 1-10 ( ) 11-20 ( ) 21-30 ( ) 31 +
(46) 36. Do you have a non-service fellowship? ( ) yes ( ) no

Additional Comments:

(47-52)

****Please call 372-2362 if you would like to set up an appointment with a librarian/subject specialist about research in your field.****

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Attention: Marilyn Parrish
Information Services
Jerome Library
Bowling Green, Ohio 43403

V. Questionnaire and Codes List.

CODES

1b other includes: studying for comps
rehearsing for masters recital
internship
clinical practicum
assistantship duties

2a dept code: 3 letter code for dept. + 1 (masters) or 2 (PhD)

2c and 3 concentrations and major codes (2 letter codes)
19e (2 letter codes) and 21 subject codes (2-4 letter codes)
on question 21: separate letter codes with space

AA	athletic administration
AAR	asian art
AB	art education
AC	accounting
ACM	afro-carib. mus.&culture
AD	advertising
AE	adult learner (ad.&cont.ed)
AF	applied philosophy
AG	aging, gerontology
AH	american history
AI	asian history
AIDS	AIDS
AL	algebra
ALI	american lit
ALZ	alzheimers
AM	american studies
AN	anthropology
AP	american phil.(2othc.)
AR	art (rec.artists,hist.)
ARAD	arts administration
ART	art history
AS	astronomy
AT	artificial intelligence
AU	audiology
AV	archival materials
AW	africa & afr-amer. culture
AZ	archival admin.
B	black studies/hist.
BC	biochemistry
BE	business education
BI	biology
BL	bilingual materials
BLI	brit. lit.
BO	botany
BR	broadcasting (int.,law)
BS	bachelor of science
BU	business
BV	behav.science
C	catholic periodicals
CA	carbonate petrology
CAI	CAI or CAD
CAR	career information
CAT	cartography
CB	cell biology
CC	community college ed
CD	criminology & deviance
CE	civil engineering
CF	conflict management
CG	modern Chin. art
CH	chemistry
CHB	chronobiology
CI	choral mus./conducting
CJ	criminal justice
CK	censorship
CL	classical philosophy
CLA	classics
CM	composition
CN	counseling
CNR	cancer research
CO	communication
COM	styles of compos.(1p)
CP	clinical psych.
CQ	ceramics
CR	corrections
CS	computer science
CSA	child sexual abuse
CT	clothing and textiles
CU	CSP
CV	child dev (sib. riv.)
CW	creative writing
CX	children's lit
CY	ceramic science
D	documents
DA	dana program
DE	demography
DF	services for deaf students
DI	directing
DM	discrete mathematics
DN	dance
DP	developmental psych
DR	drugs + alcohol abuse
DV	divinity (M DIV)
DW	drawing

EA	edas
EB	early baroque & ren.mus.
EC	economics/econ. dev.
ED	education
EE	elementary education
EF	evolution
EG	engineering
EH	ethnic studies (minor.)
EJ	entomology
EL	ecology
EN	english
EO	endocrinology
EP	experimental psych
ES	spanish
ET	ethics
EU	european hist.& stud.
EV	environ.stud/pol/ethics
EX	executive MBA
EY	elementary phys. ed
FA	fashion & merchand.
FI	finance
FL	film
FO	folklore
FP	fitness, sports science
FR	french lit &civ., per.
FS	forestry
FV	foreign investment
GB	geobotany/geobiology
GC	guidance +counseling
GE	geology
GG	geography
GM	german
GN	genetics
GO	geopolitics
GP	geophysics
GR	graphics
GS	structural geology
GV	comparative govt
GY	geochemistry
H	health
HE	higher ed
HI	history
HL	high school
HM	humor
HO	home ec
HP	HPER, leisure stud,pe
HR	human resources mgmt
HS	hospitals
HU	humanities
HX	human sexuality
IA	industrial arts, sci.
ID	interior design
IG	igneous pet,econ geol.
IH	immigration history
IL	illustration(s)
IM	immunohematology/immuno.
IN	instrumental music
INS	insect ecology
INV	inventory management
IO	industrial/org. psych
IP	IPCO (incl speech)
IR	international rel/bus,co
J	jewelry
JA	job analysis
JO	journalism
KA	K-12 admin.
L	law mtls, legal res. adm
LA	language, language arts
LB	liberal studies
LC	labor relations
LD	learning disabilities
LE	LEM, library studies
LG	linguistics
LH	local history
LI	literature (inc. crit.)
LIT	literary mag.
LN	latin american studies
LO	logic
LP	legal philosophy
LR	lieder research
LS	life science (texts)
LT	listening skills
LV	local govt (inc rural)
M	medical
MA	math (real&complex anal)
MB	molecular biology
MC	monetary economics
MD	medical ethics
MDA	modern art
ME	music education
MF	marr. fam.stud,ther
MG	management
MI	MIS
MK	marketing
ML	metals(&hist.iron wking)
MO	microbiology
MP	maps
MR	merchandising
MS	mass communication
MT	medical tech
MU	music
MUC	musical composition
MUP	musical performance
MY	musicology/music hist.
N	nuclear industry
NCB	neurochem of brain
NE	spec ed,exc ch, mr
NS	natural science
NT	nutrition &dietetics
NU	nursing

OB	org. behavior
OC	occup. safety
OD	org. dev.
OH	orchestral conducting
OP	operations research
OR	org. communication
OS	operating systems
OU	occult
P	periodicals
PA	public administration
PAR	pop art
PB	public history
PC	popular culture
PD	physiology
PDY	pedagogy
PE	personnel
PF	performance
PG	photography
PH	phil.(inc. continental)
PHA	pharmacology
PHE	phil. of education
PI	piano
PJ	parasitology
PK	phil of psych
PL	public law
PLA	plant
PLT	popular lit
PLY	plays
PM	physical chem
PN	psch of rel
PO	political sci
PP	piano performance
PQ	philology
PR	production/transp
PRO	processing
PS	psych
PSY	psychiatry
PT	population
PU	public relations
PV	painting
PVS	private schools/ed
PW	proposal writing
PX	paleontology
PY	physics
PZ	physical therapy
QP	quantitative psychology
QT	queing theory
R	radical,lft pol.mtl,alt p
RA	personal rel/friendship
RC	rhetoric and comp.
RD	reading
RE	real time
RG	reference guides
RH	rehabilitation
RL	religion
RM	restaurant & hotel mgmt
RN	recordings
RS	remote sensing
RT	radio, TV, media RTVF
RU	russian, soviet +e.european
RY	courses to recertify,sal+
SA	science fiction magazines
SB	small business
SC	sociology of conflict
SD	specialist degree
SE	secondary ed
SF	software eng.
SG	stained glass
SH	psychophys/bio.,sleep dis.
SI	science education
SJ	systems analysis
SL	spanish lit (inc. Latin Am)
SM	sports management
SN	sec ed counseling
SO	soc., social science
SP	speech path.,cdis
SR	musical scores(operas,voic)
SS	social psych
ST	statistics
SU	supervision, adm.
SUI	suicide
SW	social work
SX	stratigraphy,sedimentol.
SY	school psych.
SYM	symbolist movement
T	technology (tech ed,cte)
TD	trade
TE	telecommunications
TH	theatre(brit.+techn,cos)
TI	toxicology
TL	transform/actional ldership
TO	theology
TR	foreign journals with
TS	TESOL
TT	textiles
TV	television
TW	tech writing
TWSO	soc. topics on 3rd world
TX	tax information
UA	underwater archaeology
VC	VCT
VP	voice performance
WC	water color
WO	women's studies

3 previous school attended (2 letter code)

AB	albion college
AC	ashland college
AD	adrian college
AG	allegheny college
AK	univ. of akron
AL	alma college
AO	antioch college
AT	ashland theol. sem.
AU	anderson univ.
AY	academy of new ch.
BA	baruch college
BC	bluffton college
BJ	bob jones
BK	brooklyn conserv.
BL	ball state
BO	baylor univ.
BR	bradley univ. (IL)
BS	buffalo state
BT	butler univ.
BU	boston univ.
BW	baldwin wallace
BY	brigham young
CA	calvin college
CB	cumberland college
CC	columbia college (IL)
CD	cbn univ.
CE	cleveland inst.a/m
CF	colorado state
CG	carleton college
CH	christopher newport col
CI	univ. of cincinnati
CJ	columbia univ.
CL	cal state (all)
CM	central michigan
CN	canisius
CO	colby college
CP	cal poly
CR	case western
CS	central state
CT	cleveland state
CU	capital univ. (col.)
CV	converse college
CW	college of Wooster
CY	cycu
DC	defiance college
DI	u of ca san diego
DK	dickinson college
DL	u of delaware
DN	denison
DP	depaul univ. (chicago)
DR	drake univ.
DW	depauw univ.
EC	east carolina
EI	eastern illinois
EL	elmira college
EM	eastern michigan
ES	emerson
EU	edinboro univ. of PA
EW	eastern wash univ.
EX	eastern new mexico
FC	findlay college
FE	ferris state
FI	fitchburg state (MA)
FM	franklin and marshall
FR	furman
FS	fresno state
FT	florida inst. tech
GC	gordon college
GM	general motors inst.
GO	goshen college
GR	grove city college
GZ	gonzaga univ (WA)
HC	heidelberg college
HP	hope college
IO	univ. of iowa
IP	indiana u. of PA
IS	illinois state
IT	ithaca college
IU	indiana univ.
IW	iowa state
JC	john carroll u.
JM	james madison u.
JM	james madison u.
KA	kansas state
KS	kent state
KY	kentucky st. u.
LC	longwood college (VA)
LE	lake erie college
LH	lehigh
LI	lincoln univ.
LO	loyola (MD)
LS	lesley college (MA)
LU	lawrence univ.
MA	marietta
MC	middlebury college
MD	univ. of MD
ME	macalester coll (MN)
MF	mansfield u of PA
MG	milligan coll
MH	michigan state
MI	miami of OH
MK	mankato state
ML	millersille u of PA
MM	mary manse
MN	u of minnesota
MO	univ. of MO
MP	memphis state

MR	morris college (SC)
MS	montana state
MT	montclair state
MU	u. of montana
MW	midwestern state u
NA	n. arizona
NC	nc state
NI	n. illinois
NK	n. kentucky
NM	n. michigan
NO	unc
NT	notre dame of MD
NW	northwestern
OA	oakland univ.
OC	occidental college
OD	old dominion
OK	oklahoma state
OL	oklahoma u.
ON	ohio northern
OP	ohio coll. of p. med
OR	oregon state
OS	ohio state
OU	ohio univ.
OW	ohio wesleyan
PA	u. of pacific
PC	pitzer college
PE	pembroke state
PI	princeton sem.
PL	point loma coll (CA)
PR	univ. of puerto rico
PS	penn state
PU	purdue univ.
RC	ripon college
RG	rio grande
RH	rosary hill (NY)
RI	rice
RU	rutgers
SA	south dakota state
SB	spring arbor
SC	univ. of so. carolina
SD	san diego state
SE	stetson
SF	st. francis college
SH	siena heights (MI)
SI	s. illinois
SJ	st. johns (MD)
SM	st mary's (TX)
SN	suny (all)
SO	s.eastrn oregon st.
SP	st. josephs coll (PA)
SR	slippery rock
SS	saginaw valley
ST	stanford
SU	shippensburg u. of PA
SV	saginaw valley state
SW	sweet briar
SY	syracuse
TH	thiel coll
TM	thomas more college
TN	u. of tennessee
TS	tri state (IN)
TT	texas tech
TU	temple univ.
TX	texas a&m
UC	univ. of colorado
UD	univ. of Dayton
UF	univ. of Florida
UH	univ. of Hawaii
UI	univ. of Illinois
UM	univ. of Michigan
UN	UNA (u of no. arizona)
UO	univ. outside US
UP	univ. of Pittsburgh
UR	ursinus coll
US	utah state
UT	univ. of Toledo
UV	u of vermont
UW	univ. of Wisconsin
VA	u of virginia
VL	valparaiso univ.
WA	u. of washington
WB	wittenberg college
WC	wilmingtoncoll (OH)
WE	westminster choir c
WF	wake forest
WH	washington state
WH	whittworth coll (WA)
WI	western illinois
WJ	washington & jeff
WL	williams college
WM	western michigan
WN	westminster college
WR	wright state
WS	wayne state
WT	wichita state
WU	wittenberg univ.
WV	west virginia
WY	william & mary
XA	xavier
YS	youngstown state

4 other includes ?-don't know, nondegree, 1993+

7c project (numbers: 1-16)
- 1 oral presentation (group or indiv), workshop, leading seminar discussion, slide presentation, role play, debate
- 2 art work, architectural drawing, photography portfolio, work of fiction, poetry, performance art, tapestries, TV script
- 3 computer program, graphics program
- 4 lab experiment, mathematical problem
- 5 analysis(data or critique), research plan or proposal, theoretical model, case study, strategic plan, outline, grant proposal, policy report, psychological evaluation, economic forecast, demographic study, oral history proj., group proj
- 6 journal article, book (children's or other)
- 7 literature review, literature search and summary, article abstract, book review
- 8 review of psych test
- 9 thesis/dissertation proposal, sample thesis, mini-study
- 10 musical performance, transcription, background research on music, teach music to another student
- 11 bibliography or annotated bibliography
- 12 develop curriculum, guidelines for education program, diagnostic report on problem reader
- 13 poster session
- 14 brochure, manual
- 15 survey, questionnaire
- 16 legislative history

8 other includes personal interest, library holdings, job

9 other (1 letter codes)

B	browse through journals and stacks
C	cross references from articles, books
E	use Eric
G	use bibliographies
I	use Infotrac
M	use own personal library

10 other (1 letter codes)

C	cross references from articles, books, theses, diss
E	use Eric
I	use Infotrac
M	use own personal library

11 other (1 letter codes)

C	using computer (ls/2)
E	English language
F	finding books (checked out or msg), periodicals or using other services (photocopiers)
N	none
P	finding most recent literature
S	getting started
T	time

12 other (1 letter codes)

B	bulletin boards
D	direct mail to my home
G	graduate student orientation
L	in library (includes 597 class)
M	on my own, hit or miss, by accident
N	I don't find out
O	other students
P	program director or instructor
S	dept secretaries
	also Monitor mentioned a few times

14 other (1 letter codes)

L	did literature review
P	past research
T	thesis will be poetry, work of fiction, etc.
W	work related

16 c includes computer work
d includes data collection
e includes films, TV programs
other includes

C	attending conferences
E	experimental study
F	data tapes

17 other (1 letter codes)

B	biological abstracts
M	music index, resources
N	none

18b other (1 letter codes)

H	I'm lost as to where to find information, looked in wrong place
L	live far away from campus, use another library
P	pages ripped out of periodicals, books, or gaps in holdings
S	library staff unable to help

under b "missing from shelf" many people commented "at bindery" or in PC collection

19b other (1 letter codes)

A	Toledo Art museum library
B	Oberlin
C	Case Western
D	Defiance Public Library
E	Defiance College
F	Firelands
H	Heidelberg College
I	U. of Cincinnati
K	Kent State
L	county law library
M	MCO
N	Ohio Northern
O	Lourdes College
P	Hayes pres. Center
R	Wright State
T	Toledo Public
U	Ohio Univ.
W	Wood co. Public
Y	U. of Dayton

19d other (1 letter codes)

F	to find materials missing or not held at BG
J	have specific journal or journals I need
L	location (closer to my home, work, more conv.)
M	to check out music
S	staff friendlier, knows collection better, collection better arranged
Q	more conducive to study (quieter...)
R	to read novels

21 use 2-4 letter subject codes in front section, separate with space

23b other (1 letter codes)

F	field too specialized, search wouldn't help previous experience--not useful
I	no time (long commute, work fulltime) or never took time
M	should do myself, not much difference in in results from a manual search, should do manual search first
N	no need, not sure how helpful it would be (used ERIC)
O	not yet, may do one later
T	haven't thought about it, didn't know it was available

24a other (1 letter codes)

H	harner's bib class
I	instructor
M	music 597 class
O	other students
R	research methods class
S	library staff member

25 other (1 letter codes)

H	high school class
U	undergrad honors thesis
W	worked in a library, have lib degree

27 comments (numbers: 1-62,separate with space)

1 increase journal collection, back issues, foreign journals conference proceedings, replace missing articles, titles include: ITCC proceedings (international tech comm. conf.), far east economic review, challenge, instructor, classmate, applied linguistics, studies in second language acquisition, IEEE, AAPG
2 open longer hours (incl. over breaks and holidays, during exams, Sundays), spec:Music lib, ILL, Firelands, comp lab
3 make material available in other formats - Braille & cassette
4 parking a problem (two hour meters, no parking during athletic events)
5 library too noisy (undergrads)--need study rooms for grads
6 increase collection in music scores and recordings (incl. 20th c. solo piano music), also ms facsimiles, different editions

of standard rep.

7 increase speed with ILL requests,communicate better,don't chg

8 pull cards out of catalog that represent nonexistent books, make sure mtls you say you have are in lib.

9 appearance of library poor, depressing, dirty,uncomfortable chairs, not enough study space (need more carrels), elevators unsafe, card catalog drawers everywhere

10 insist that univ. support consistent receipt of journals

11 combine libraries: keep photographic, psych, cdis, tw books and journals in one place

12 get Infotrac system for scholarly articles (psych, bus)

13 need more medical literature

14 would like to set up appt with one research librarian (subj. specialist) who would continue to help with research, mentor librarians

15 publicize library services and presentations more, including concise information on computer searching, updates on new technology, a video, and offer short seminars during semester, send info out with applications to school, have available in grad office, DANA program, and direct mail to my home. Need info and instruction on ERIC, OCLC, info on data archive, science lib. Need orientation for grad students who are not assistants "I would like instruction!"

16 make high demand music items reference

17 reduce overdue fees

18 return periodicals and books to shelves sooner (esp. at end of semester), set up two hour checkout for popular journals (reserve system)

19 issue copy cards for photocopiers like other univ.

20 offer library/research course taught by librarian or part of course (make 4 hour session required)

21 need map of 1st floor - each room w/its functions,hours book locations

22 keep copy machines in working order

23 offer more services to nontraditional students (computer searches, workshops, more flexibility with policies--picture IDs)-- including off campus, weekend,and evening students, offer training sessions on weekends and evenings

24 add theses and dissertations in music to collection

25 keep records of documentation center's collection of books and journals (know what they have)

26 need more reference people to assist, more librarians, friendlier ones

27 get science CDROM like Eric, others -- BIP, psych

28 should have more consistent level of service and knowledge on part of staff (train undergrads better, don't socialize)

29 need better orientation tours

30 cd materials be sent to local public libraries upon request?

31 automate archives

32 be kinder, more understanding when we don't know how something works or how things are done

33 locate terminals in buildings around campus to make access to LS/2 easier

34 need 24 hour quiet study room (somewhere on campus!)

35 publicize hours information

36 remove limit for ILL requests/week

37 grad students should have priv. to check out popcult mtls.
38 establish grad/faculty library
39 include library hours and services in off campus course listing catalogs
40 make hold process on books faster
41 allow journals to be checked out- even for short time
42 increase loan period for books for grad students (on & off campus) and for recordings (allow for renewal of recordings over phone)
43 help me access films I need to study
44 purchase more than one copy of books -- especially those on comps reading lists (Spanish), facsimile copies of archival materials and rare books which can't be checked out, and pop culture materials
45 purchase score and recording of same piece
46 wish more could be done to prevent students cutting out journal articles and chapters from books or to replace whats been ripped out.
47 have employees suggest the services that are available when a student can't find information
48 purchase and make available more current books in my area faster (also at Firelands)
49 more Eric terminals
50 map library needs a better filing/index system so you can tell what they do and don't have
51 lower cost of database searches, reduce rate for grad students (include in student fees)
52 purchase more computers and software, manuals and software which can be checked out
53 get better microform reader/printers
54 I'd like to be able to check out more than only 4 microfiche at a time (for looking at a whole year's worth of data)
55 give grad students input in buying new books, journals (have suggestion box specifically for titles?)
56 set up appt. times to reserve ERIC
57 reinstitute smoking room
58 improve signs (especially for stairways beyond 2nd floor)
59 get everything in one (classification) system -two is an inconvenience
60 more Infotrac terminals
61 increase collection at Firelands
62 restore government documents dept.

questions 28-36 had no numbers beside each choice-written in

28 options: 1-6
29 1-2
30 1-2
31 1-6 (white=1, black=2, asian=3, hispanic=4,etc)
32 1-2 or two letter code for country

country codes:

AL	algeria	DR	dominican rep.	IN	india
AU	austria	EG	egypt	JA	japan
CA	canada	FR	france	JO	jordan
CH	PRC	GB	great britain	KO	korea

CO	colombia	GR	greece	MA	malaysia
CY	cyprus	HK	hong kong	NI	nigeria (cont.)
PH	phillipines				
SE	senegal				
SL	sri lanka				
SP	singapore				
TA	taiwan				
WG	west germany				

33 options: 1-3 other includes where enrolled(those listed include Mansfield Serrc center, extension classes, Dana, Sandusky, Lorain city sch.)

34 a. options: 1-2
b. 1-6 or other (1 letter codes)

A	accompanist
C	clinical practicum
F	work full time
J	on campus job
M	mother of two boys
N	assistantship neither teaching nor research (ex: WBGU, residence hall manager)
P	part time instructor
R	research assistantship elsewhere (mco, st. v's)

35 options: 1-5
36 1-2

additional comments: (numbers: 1-10, letters:locations- R=reference, S=science, C=circulation, L=ILL)

1 staff helpful; excellent service
2 staff unhelpful
3 have never been on campus, take off campus courses
4 off campus - live far away from campus
5 good collection
6 new student - haven't used the library yet
7 help!
8 poor collection
9 need better access (LS/2), "system primitive", frustrating needs to be more interactive, have better subject access, need printers, continue to improve
10 commuter student

comments:

"Don't assume that a grad student should be familiar with research work. It is demeaning to be in your middle 40s and have a librarian treat you as if you're ignorant."

"It would be very helpful to have more journals related directly to my field. I know the TESOL degree is new, but we really need information!...Applied Linguistics, Studies in Second Language Acquisition...need to be ordered!"

"Its great that you do this survey and even ask relevant questions" quest. #24 - presentation by librarian in a class - "too fast", guidebooks or handbooks- "too much"

"Generally, find a very helpful atmosphere at library. My own reticence to admit my ignorance is greatest block to finding what I need..."

"You have super reference librarians!"

"Libraries frustrate me. I usually have a very hard time finding things."

"What a surprise to walk into the library after 21 years. I was lost!"

"Library tours are always boring. Should have less people per tour and less talking to us like we've never seen a library before."

"This survey is helpful in summarizing advantages of having services provided by the BGSU library. That leads to thoughts of how it may be used and improved. Thanks."

"Is there any way of listing professional journals by subject area or by profession?"

"Perhaps more explicit instruction during orientation (with written materials) on how to use the library services, such as interlibrary loan, consultation with a specialist, etc. Written materials would be helpful because its months before we begin our research."

"Consult with specific departments to determine the journals desired by that department." - suggested Geoderma, Soil Science (after 1975)

"be more helpful. Not treat everyone (myself) like we are bothering them. Don't use a tone like I'm a complete idiot."

"Increase your telephone directory collection. Many medium sized public libraries have better collections than yours (Lima for one). Obtain current issues of the American Association of Museums directory."

"Your library staff is top notch. They have always been very friendly and helpful to me no matter how stupid my questions must have seemed. The best way to instill trust and confidence in your patrons is to encourage your staff to continue this laudable helpfulness and consideration."

"Either get new elevators or install life insurance machines next to them. Those elevators make the same sounds as cables banging together underwater. A little unnerving to tired grad students."

"Evidenced by this questionnaire, you are concerned about providing a high quality service at the BGSU library. That is very commendable...keep up the good work!"

need "executive summary .... of services offered and where to find them."

"I believe I'll have to ask more questions when I'm looking for something I can not find."

"At the graduate level there is an attitude of 'If you don't know by now, don't ask.' My library seminar was like this." (MCOM-JO)

director of the PRSC Survey branch said "great survey"

"I have observed significant improvements in the quality of services over the past two years."

"wish the library would accept requests for copying pages of chapters from a book unavailable at BGSU. Sometimes it costs less to make the photocopy than to ship the book from out of state."

"The quality of graduate study is severely hampered by the present dept. attitudes and practices assigning duties to grad assistants."

"most librarians are warm-hearted, especially those at Ref/Info Desk."

responses to question 8 - how do you formulate topics? - "out of thin air", "divine inspiration"

responses to question 22 - why didn't you request ILL - "too intimidated with libraries to go forward", "embarrassed"

response to question 23 - why didn't you have a computer search done for you - "libraries scare me"

question 35 - prejudiced - doesn't include separate option for full time work (40+ hrs/wk)